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AUTHOR Wray, Ralph D.; Hayden, Margaret E.
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ABSTRACT

This curriculum guide contains three sections: introduction, curriculum material, and an annotated bibliography. Introductory information provides an overview of the clothing/apparel and accessories merchandising area, aptitudes needed, and career opportunities; discusses potential career ladders, which are divided into entry level, middle management, and executive level positions; and describes four interdisciplinary approaches, or organizational patterns, which suggest options for the implementation of an interdisciplinary curriculum for the program areas of marketing and distribution, and home economics and related occupations. The curriculum material in this guide covers three broad areas, each consisting of from one to twenty-nine mini-units. Titles of the three areas and sample mini-unit headings follow: General Focuses (human relations); Marketing Focuses (store location, store layout, sales, sale transaction, merchandising mathematics, buying, advertising); and Merchandise Focuses (comparison shopping, federal laws and regulations, determining customer need, merchandise information, merchandise product knowledge, fashion show). Each mini-unit includes a focus heading, behavioral objective, learning activities, and competencies to be developed. The annotated bibliography lists approximately one hundred instructional materials (free or at cost) from federal agencies, state education agencies, businesses, publishers, and consumer agencies. (SH)

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CLOTHING/APPAREL AND ACCESSORIES MERCHANDISING

A Suggested Interdisciplinary Guide

Ralph D. Wray, Project Director
Margaret B. Hayden, Associate Director
Illinois State University
Normal, Illinois 61761

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ACKNOWLEDGEMENTS

One of the functions of occupational education at Illinois State University is to engage in projects which will improve the effectiveness of secondary, post secondary, and teacher education programs in the vocational and technical areas. This guide is the culminating product of such an activity. It is designed to aid occupational teachers in the areas of marketing and distribution and home economics related occupations to implement and operate interdisciplinary programs in clothing/apparel and accessories merchandising. As a result of this project, another inderdisciplinary guide, HOME FURNISHINGS MERCHANDISING, was developed.

The project was completed by Dr. Ralph D. Wray, Department of Business Education and Administrative Services, and Ms. Margaret B. Hayden, Department of Home Economics. Acknowledgements are given to Ms. Peggy Pool, Ms. Vesta Morgan, and Mr. Lauren Housel of the Illinois Office of Education, Department of Adult, Vocational and Technical Education, for their suggestions and support. In addition, numerous educator and home furnishings merchandising practitioners from throughout Illinois expended time and effort as members of the Panel of Experts and as reactors to the guide. They have contributed much and for this we are indebted and grateful.

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ABSTRACT

This curriculum guide contains five sections entitled: Scope of Clothing/Apparel and Accessories Merchandising, Potential Career Ladders, Interdisciplinary Approaches, Measurable Objectives and Learning Activities, and Source Materials.

The first section provides an overview of the clothing/apparel and accessories merchandising area, aptitudes needed, and career opportunities. The potential career ladders, contained in the second section, are divided into entry level, middle management, and executive level positions. These levels were established as the result of recommendations offered by a panel of experts consisting of educators, owners, managers, and other employees in the field of clothing/apparel and accessories. These individuals represent geographical areas throughout Illinois.

Interdisciplinary approaches, or organizational patterns, suggest options for the implementation of an interdisciplinary curriculum. It is believed that competencies developed in two of the broad occupational program areas are desirable and essential--Business, Marketing and Management (Marketing and Distribution) and Home Economics and Related Occupations. The four approaches described include specialized one semester offerings, modular scheduling, team teaching, and alternating quarters.

The panel of experts reacted to a comprehensive list of competency statements by labeling each as essential, highly desirable, not essential, or undecided. The behavioral objectives contained in this guide are designed to elicit and measure behavior based on the validated competencies. A variety of learning activities are suggested to enable students to achieve the objectives. Finally, the competencies incorporated into the objectives and learning activities are listed.

An annotated bibliography of source materials designed for both students and teachers appears in the final section of the guide. Entries include books, pamphlets, curricular guides, films, and filmstrips.

This curriculum guide is assembled in loose leaf form to enable teachers of marketing and distribution and home economics related occupations to separate measurable objectives and learning activities into specialized teaching units. This will also enable teachers to devise preferred unit and lesson sequences and allow additional selected materials to be incorporated into the guide.

SCOPE

SCOPE

The increase of Vocational Education in the public schools and the need for employees who train for a specific occupation is experiencing rapid growth. The growth in the number of clothing/apparel and accessories merchandising occupations is tremendous. The increase in the number of retail establishments continues with the development and growth of the shopping center and speciality store. The Standard Industrial Classification has divided the marketing of clothing/apparel and accessories into eight major areas:

Men's and Boy's Clothing and Furnishings Stores
Women's Ready-to-Wear Stores
Women's Accessory and Specialty Stores
Children's and Infants' Wear Stores
Family Clothing Stores
Shoe Stores
Furriers and Fur Shops
Miscellaneous Apparel and Accessory Stores

This growth included both large chain store expansion and the establishment of small privately owned businesses. The future expansion of businesses as well as increasing job opportunities continues to grow as the economy remains healthy and monies remain available. Many stores prefer expanding square footage or increasing the number of stores in the chain.

The job market opportunities include both entry level, middle management, and top management positions. Careers in the clothing/apparel and accessories merchandising field are open to both men and women. The jobs are interesting and they represent a source of great personal satisfaction. Retailers indicate that they are always looking for individuals who show promise, enthusiasm, and initiative.

Aptitudes necessary for clothing/apparel and accessories merchandising includes an aptitude for people. Successful salespeople need to be persuasive,

confident-inspiring, authoritative, and patient. Customers are often very demanding of merchandise information and clothing selection help. The merchandising of clothing apparel and accessories also calls for an aptitude for handling data. It is necessary to calculate credit charges and lay away charges.

Another needed aptitude is the aptitude for things. Salespeople are often called on to advise customers on the correct size, color, style, and accessory selection. For the individual possessing the desirable personal characteristics and job skills, the future looks promising. Business firms are looking for such individuals and consider them to be potential, profitable employees which are worth spending money and time to develop their talents.

Opportunities to assist consumers in selecting apparel and accessories are appealing to many individuals. The financial rewards are good at the higher job levels and the demand for salespeople and sales-supporting personnel continues to be high.

In review of the available literature, no existing clothing/apparel and accessories merchandising program exists in the form of a team effort to combine the expertise of both Business, Marketing Management (Distributive Education) and Home Economics and Related Occupations teachers of either high school or post-high schools. To reflect the interdisciplinary approach, individuals from both disciplines and the business community are active in preparation of this curriculum guide. It is felt that by applying the interdisciplinary approach to teaching clothing/apparel and accessories merchandising, the competencies developed in both Business, Marketing and Management (Distributive Education) and Home Economics and Related Occupations can be pooled to create an unique approach to clothing/apparel and accessories merchandising.

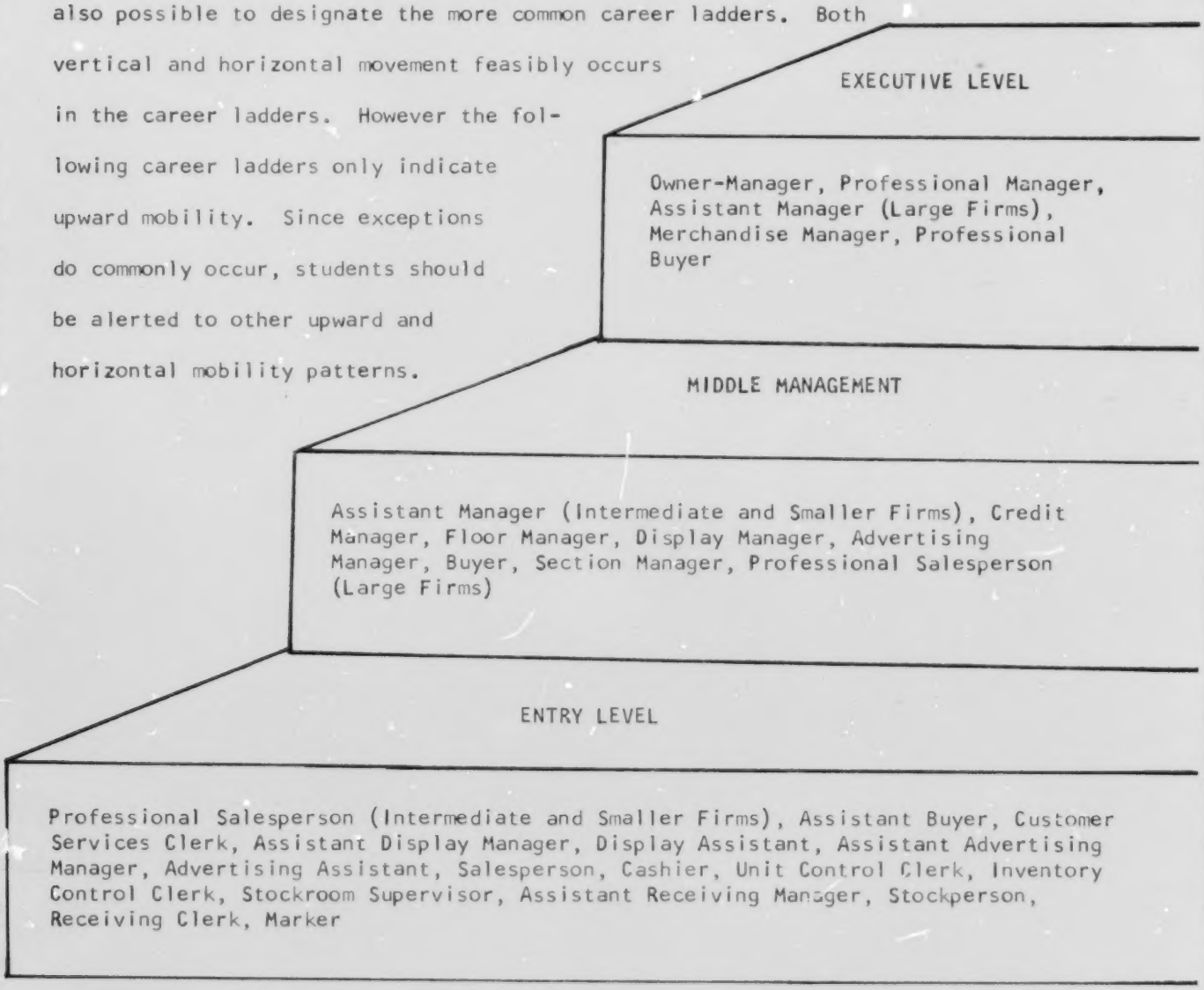
The purpose of this project in clothing/apparel and accessories merchandising is to develop an interdisciplinary guide which will be used at both the high school and post-high school level to educate students who will in turn be better employees in clothing/apparel and accessories merchandising upon completion of the course content. Perhaps this curriculum guide can also serve as a model in future development of interdisciplinary programs.

CAREER LADDERS

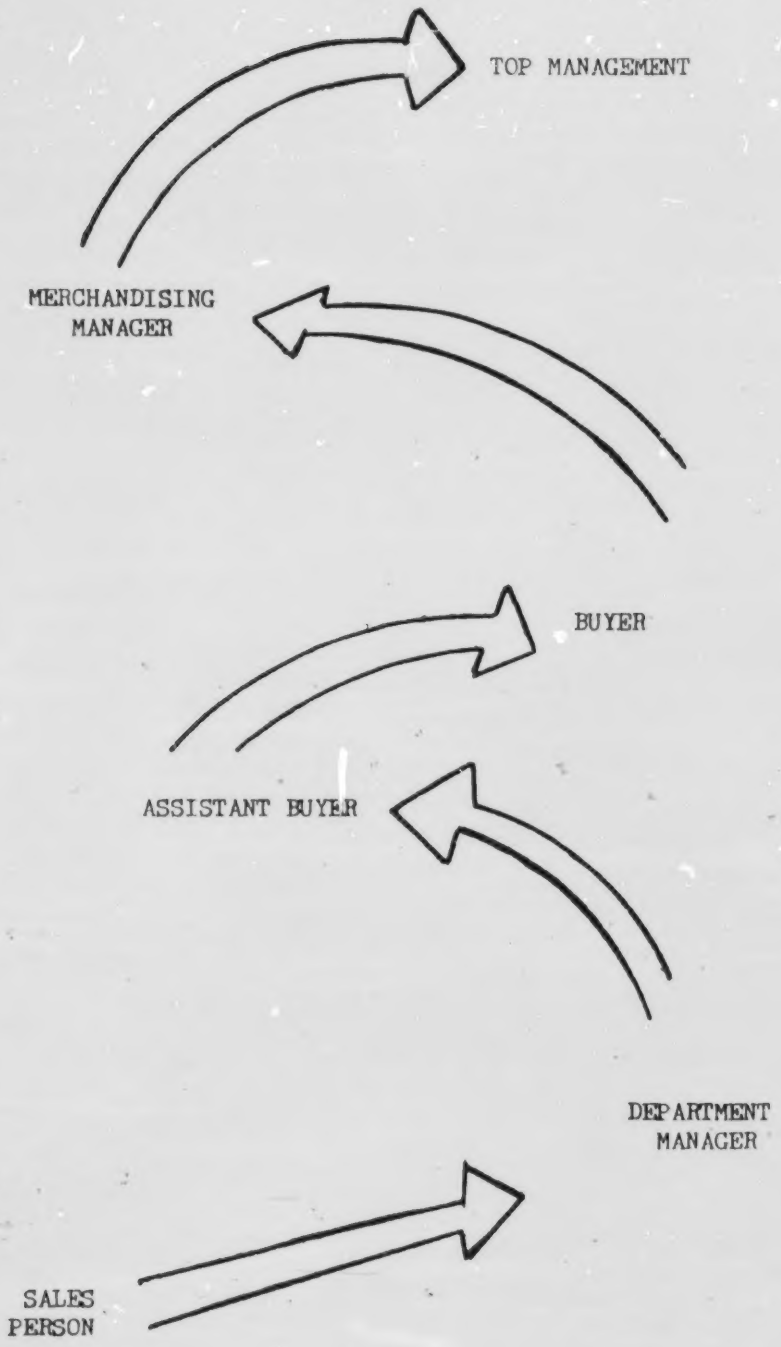
POTENTIAL CAREER LADDERS

As one analyses and works with the career ladders presented in the following pages, it is clear that individuals holding advanced positions in clothing/apparel and accessories merchandising have arrived at their positions from various pathways. Experts in the field indicate that the ultimate choice of a career is arrived at through a process rather than an event.

However, it is possible to categorize positions in clothing/apparel and accessories merchandising as entry, intermediary, and advanced levels. It is also possible to designate the more common career ladders. Both vertical and horizontal movement feasibly occurs in the career ladders. However the following career ladders only indicate upward mobility. Since exceptions do commonly occur, students should be alerted to other upward and horizontal mobility patterns.


EXECUTIVE LEVEL
Owner-Manager, Professional Manager, Assistant Manager (Large Firms), Merchandise Manager, Professional Buyer
MIDDLE MANAGEMENT
Assistant Manager (Intermediate and Smaller Firms), Credit Manager, Floor Manager, Display Manager, Advertising Manager, Buyer, Section Manager, Professional Salesperson (Large Firms)
ENTRY LEVEL
Professional Salesperson (Intermediate and Smaller Firms), Assistant Buyer, Customer Services Clerk, Assistant Display Manager, Display Assistant, Assistant Advertising Manager, Advertising Assistant, Salesperson, Cashier, Unit Control Clerk, Inventory Control Clerk, Stockroom Supervisor, Assistant Receiving Manager, Stockperson, Receiving Clerk, Marker

ALTERNATE CAREER LADDER



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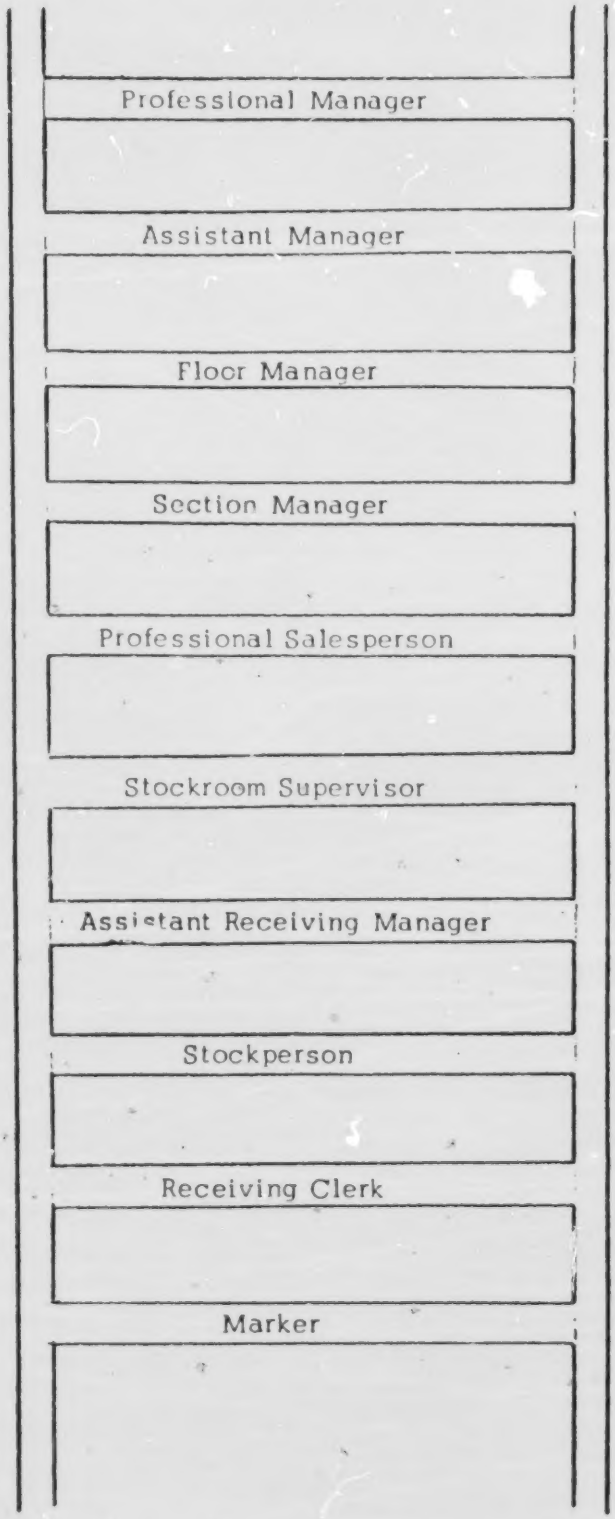

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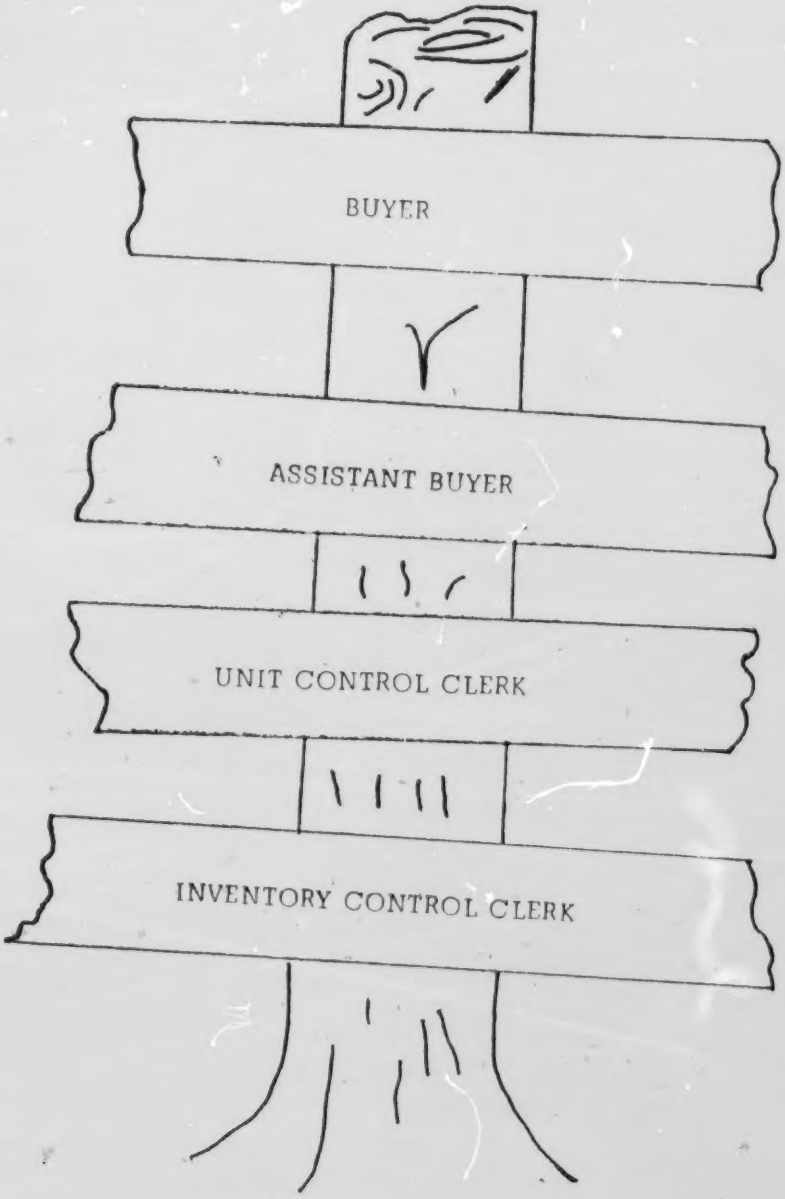

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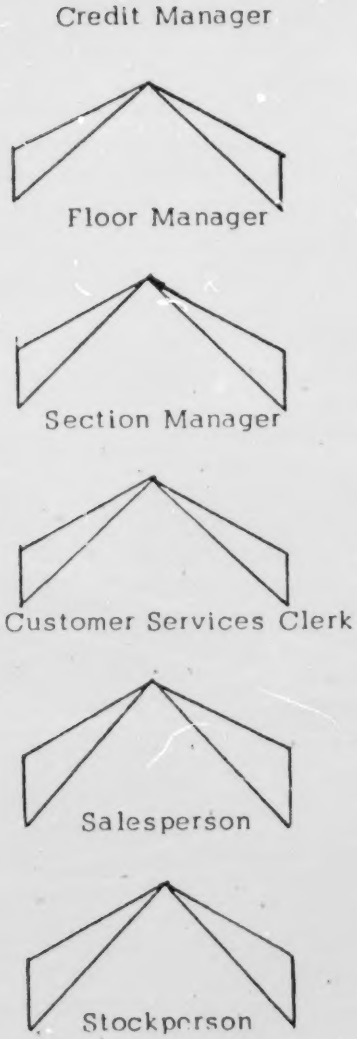

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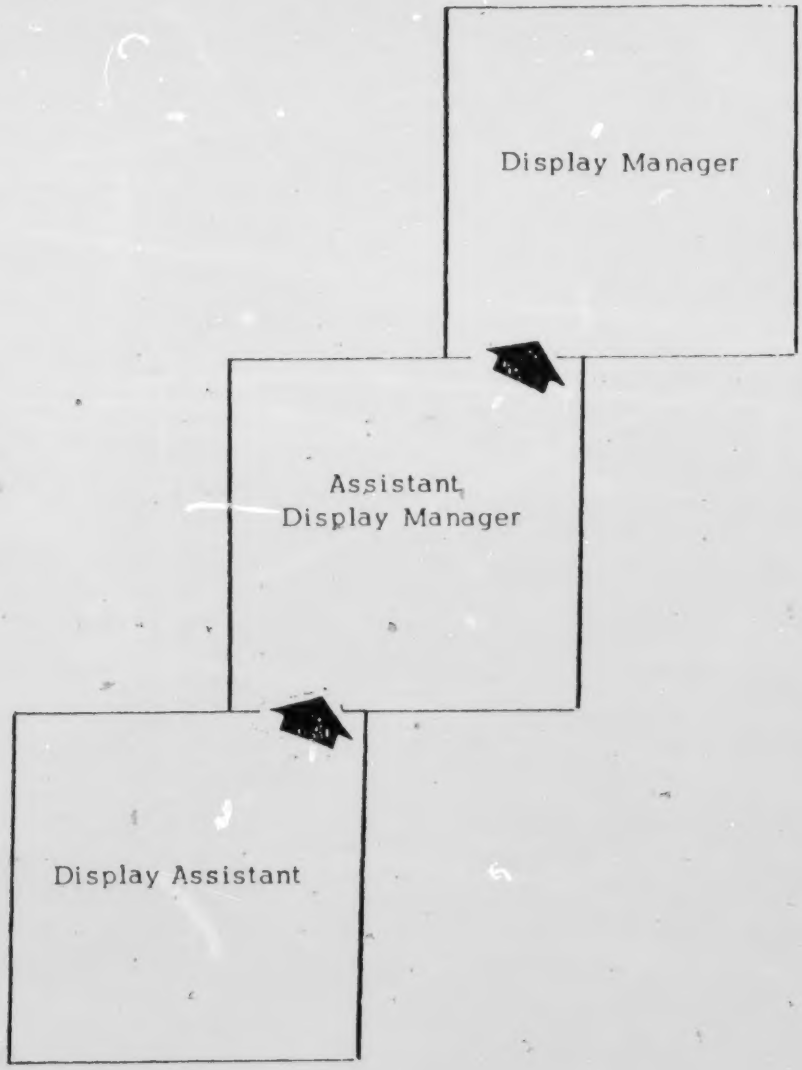


INTERDISCIPLINARY APPROACHES

THE INTERDISCIPLINARY APPROACH

(Organizational Options)

Not all schools will find it feasible to organize for an interdisciplinary curricular program in the same manner. Some variations in programs will exist due to the nature and availability of employment opportunities, size of community, and economic factors. Other variables, influencing organizational patterns, include geographical areas, size of school, facilities, and availability of qualified staff.

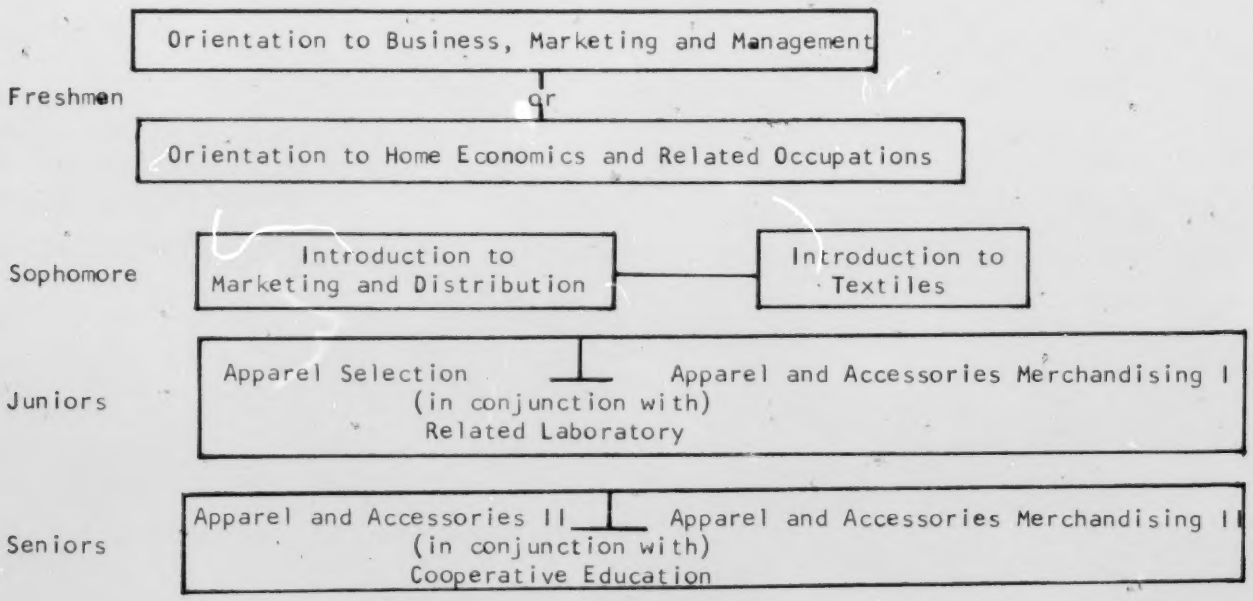
Nevertheless, it is believed that competencies usually developed in two of the broad occupational program areas are desirable and essential--Business, Marketing and Management (Marketing and Distribution) and Home Economics and Related Occupations. Essentially, programs within schools will develop competencies needed for entry employment. The desired end product is a training program that will give maximum returns to the school system, the community, and most important--to high school students.

Following is a description of suggested organizational options for the implementation of an interdisciplinary curriculum designed to prepare students for careers in the merchandising of clothing apparel and accessories.

Specialized One Semester Offerings. A student may have elected to pursue an occupation in some phase of clothing/apparel and accessories merchandising as a result of a course "Orientation to Business, Marketing and Management Occupations" or "Orientation to Home Economics and Related Occupations" taken during the freshman year. Such courses include a testing program designed to help students understand their capabilities. A final phase of the course encourages students to develop career plans as well as educational plans for high school and later educational programs.

In the junior year, one semester courses would be taught by both the home economics teacher and the marketing and distribution teacher. A double-period, combining classroom and laboratory, would enable the home economics teacher to provide instruction in the areas of product knowledge and related activities. During the alternate semester, the double-period would enable the marketing and distribution teacher to provide instruction in sales and related activities.

Advanced instructional content would be offered during the senior year. The student may be placed for training station experiences utilizing the cooperative occupational education method during the senior year with a related class on apparel and accessories and merchandising.



Schools following this approach organize the competencies to be developed according to the need for vertical coordination and horizontal articulation. The curriculum should be learner-oriented and each activity should be related logically to all other activities and lead to the efficient attainment of occupational goals. Cooperation among the teachers involved is essential to

develop and teach related competencies within the vocational education curriculum.

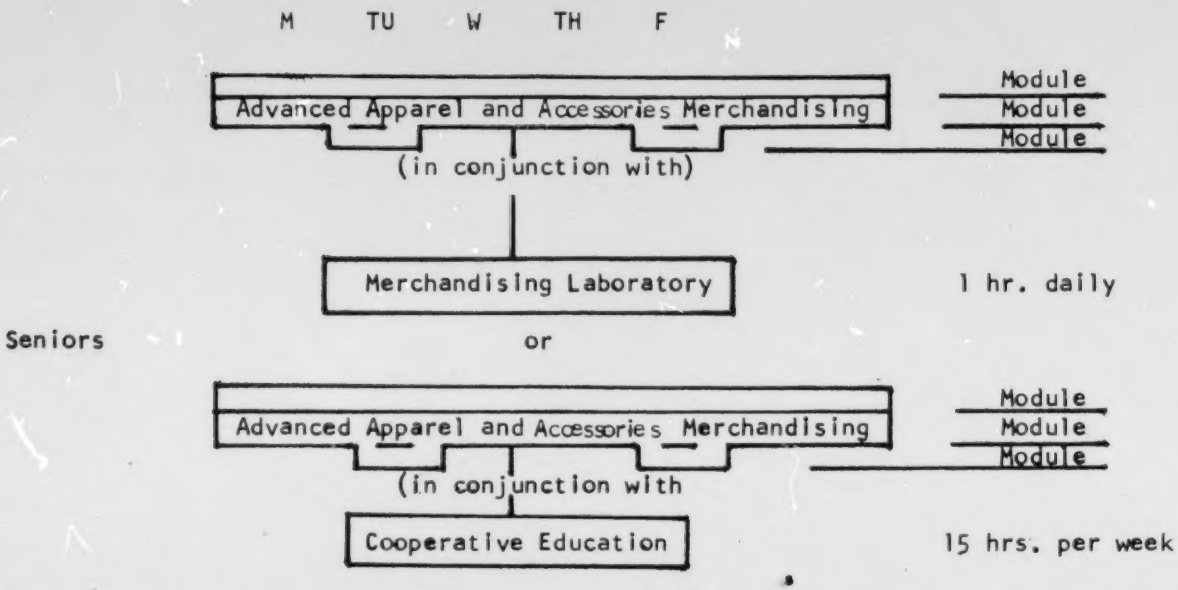
Modular Scheduling. Some secondary schools use flexible scheduling a procedure in which the school day is divided into time modules which are usually fifteen or twenty minutes in length. Classes and individual activities are scheduled for one or more modules of time.

This approach to scheduling may be conducive to the interdisciplinary approach. Flexibility results from the fact that class groups may meet for varying numbers of modules during a school week, the teachers responsible for that particular program area making the decision on what amount of time is to be spent in various types of activities.

Students attending secondary schools organized in this manner would probably elect to enter the interdisciplinary program in clothing/apparel and accessories merchandising as a result of the course "Orientation to Business, Marketing and Management Occupations" or "Orientation to Home Economic and Related Occupations" taken during the freshman year.

At the sophomore level, the students might take related preparatory courses such as introduction to marketing and distribution, introduction to textiles and fabrics, or introduction to clothing selection.

During the junior year, the students may be scheduled for a 75- or 80-minute combination of modules for instruction and application in clothing/apparel and accessories merchandising laboratory. The teaching responsibilities may be allocated in a flexible manner. For example, the marketing and distribution teacher may be scheduled for three modules--45 or 60 minutes, and the home economics teacher may be scheduled for one or two modules--15 or 30 minutes. Another interdisciplinary approach might call for the marketing and distribution teacher to provide instruction and related application for two



Flexible scheduling provides time allocations during which the interdisciplinary staff (marketing and distribution and home economics) can be scheduled to provide integrated instruction. However, the need for planning is paramount if the program is to be successful. The instructional staff must work together in planning a coordinated integrated instructional program.

Team Teaching. Team teaching is a plan for organizing and assigning members of the school staff in which two or more staff members are responsible for cooperatively planning and carrying on the classroom activities and educational experiences of a group of students. Such as arrangement may be used as an interdisciplinary approach in the vocational clothing/apparel and accessories merchandising program.

Proponents of team teaching claim several advantages to be derived from such approaches:

1. A greater degree of excellence may be achieved in the educational program.
2. Teachers may be used from efficiently and effectively.
3. The specialized talents and competencies of the staff are utilized more fully, and teachers are encouraged to develop to even a higher degree their competencies in specific aspects of instruction and subject matter.

4. The school is better able to keep the content of its curriculum and teaching methods abreast of current developments in curriculum planning and of the expansion of knowledge.

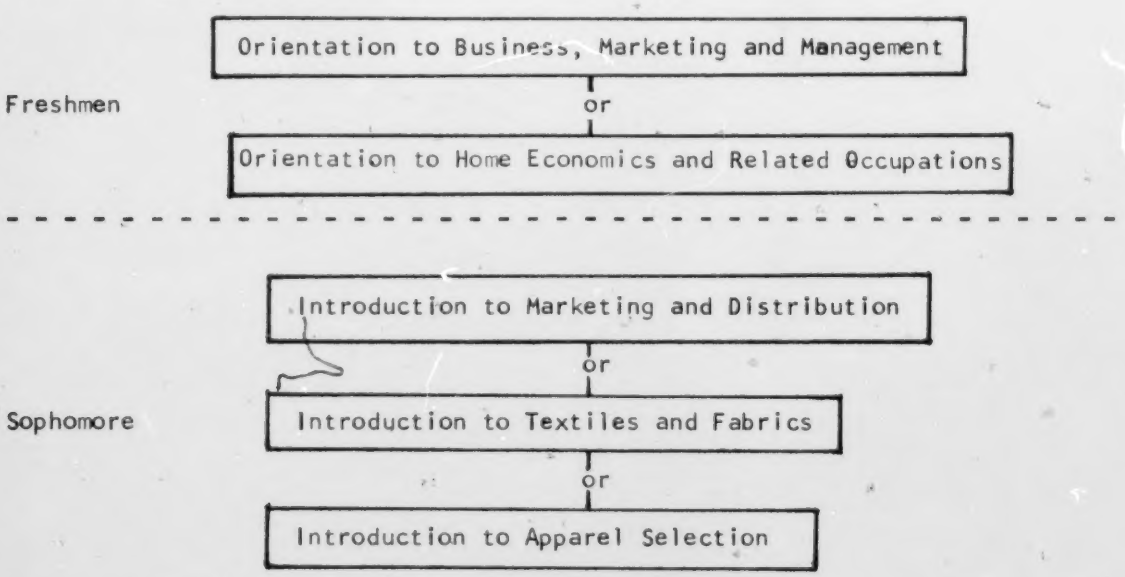
On the other hand, some shortcomings of team teaching are sometimes evident:

1. The plan may encourage teachers to give undue emphasis to the mastery of content and the acquisition of subject matter to the neglect of other major objectives.

2. No teacher may have responsibility for maintaining a close personal relationship with a learner so that the influence of the teacher on the social, emotional, and character development of a learner may be minimum.

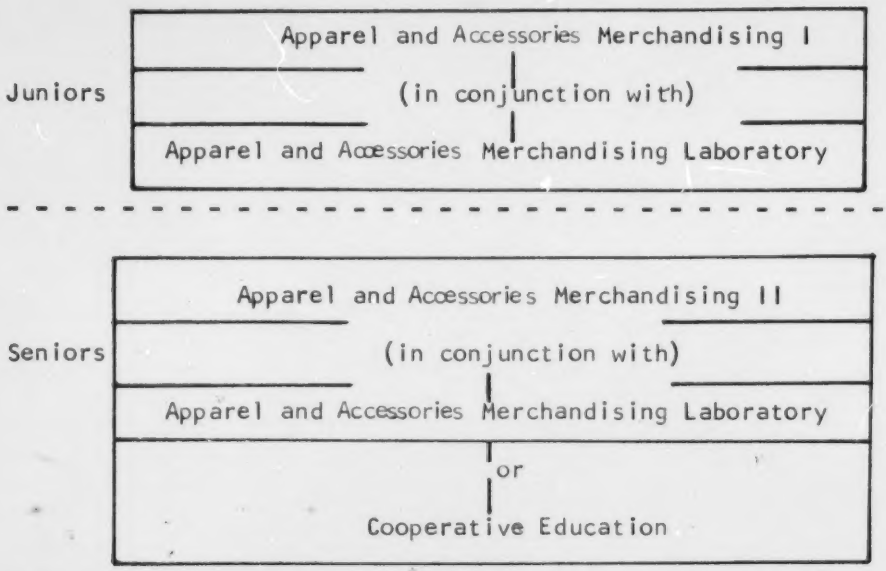
3. It may prove to be an expensive delivery system unless enrollments are great enough to maintain a reasonable student-teacher ratio.

Team teaching would probably not be used during the orientation and exploration stages typically scheduled in grades 9 and 10.



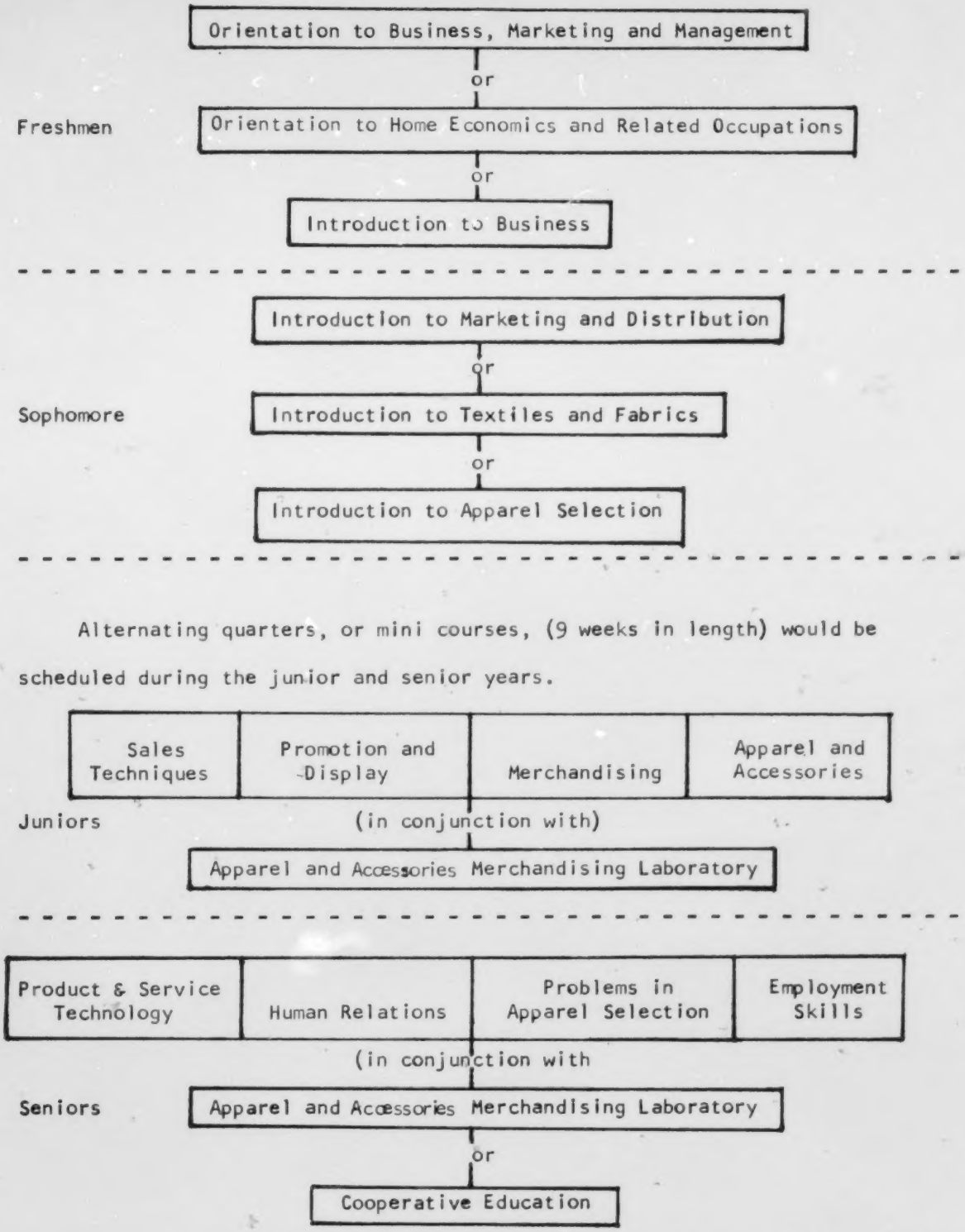
The team teaching arrangement would pair the home economics teacher and the marketing and distribution teacher for occupational preparatory courses offered in grades 11 and 12. The two teachers would assume responsibilities

for teaching those competencies for which they have the greatest expertise. Both teachers would be present in all classroom and laboratory settings.



In the event that cooperative education is scheduled during the senior year, the students would, of course, be placed in training stations compatible with their career goals in clothing/apparel and accessories merchandising. Responsibility for coordination may be a shared responsibility with both teachers working with the training sponsors to plan on-the-job learning experiences. In other local educational agencies, it may be desirable to divide the coordination responsibilities with each teacher assuming the responsibility for half of the enrollees. If the latter option is utilized, each teacher must keep the other informed of on-the-job activities of each enrollee.

Alternating Quarters. In some local educational agencies, a plan which utilizes alternating quarters may be used for the interdisciplinary program in clothing/apparel and accessories merchandising. The program organizational pattern may resemble the following:



Alternating quarters, or mini courses, (9 weeks in length) would be scheduled during the junior and senior years.

This approach might call for the marketing and distribution teacher to provide instruction during the first nine week period of the junior year. The home economics teacher would then assume responsibility during the second nine week block. Alternation of teaching responsibilities would continue during the junior and senior years.

In order to avoid nine week blocks in which a teacher would not be assigned instructional responsibilities, the junior and senior offerings might be scheduled during the same period. When the marketing and distribution teacher completes the first nine week block with juniors, that teacher would switch classes with the home economics teacher and work with the seniors.

This approach would call for careful interdisciplinary planning. Such an arrangement may be favored by local educational agencies striving for the efficient utilization of staffing.

OBJECTIVES AND LEARNING ACTIVITIES

IMPLEMENTING OBJECTIVES AND LEARNING ACTIVITIES

The following pages contain objectives and suggested learning activities which can be used to implement the interdisciplinary program of clothing/apparel and accessories merchandising. These objectives are based on the results of a comprehensive list of validated competencies.

No attempt is made to suggest the length of time to spend on each objective and learning activities thereby enabling the best use of the objectives and suggested learning activities to meet the needs of the individual community. Hopefully, each teacher develops resource units which utilizes the expertise of the Business, Marketing and Management (Distributive Education) and Home Economics and Related Occupations teachers. The bibliography provides a rich resource of materials for the teachers involved and eases their burden of time spent in daily planning.

Before beginning the implementation of clothing/apparel and accessories merchandising program in a school, the following procedure is advised. First, utilize an occupation advisory committee to identify the training needs for the specialized area. Second, conduct a community survey to identify the career needs for trained individuals in the field. Third, analyze the existing curriculum of the school and identify the courses which will be used with little or no change. Fourth, propose new courses to fill the identified needs if necessary. Fifth, identify critical tasks and competencies of specific jobs in a career-continuum through an occupational analysis. Finally, the effective occupational teacher validates the competencies to be developed. From this point, a teacher formulates the units of instruction and course outlines.

FOCUS: Human Relations

OBJECTIVE: Given case descriptions of common on-the-job conflicts: employer-employee, employee-employee, employee-customer, the learner will identify the probable cause for the conflict and suggest at least one possible action to relieve the conflict for the majority of cases presented and consistent with the guidelines made available to the learner.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare a series of case problems that depict human relations problems. Construct a problem solving model and ask students to apply the problem solving steps to the case problems.

B. Construct a series of "What Would You Do" situations. Give a description of a situation involving a human relations problem and then allow the students to discuss courses of action and probable consequences.

C. If the cooperative method is being used, allow students to describe on-the-job conflicts that have occurred in their training stations without identifying personalities.

D. Obtain a set of human relations games such as the one listed here. This group of four games teaches the principles of cooperation, goal settings, group concensus, and communications in a way that students will understand and enjoy. The directions for using the games and the necessary materials are included. The games, published in 1973 and available for $2, may be ordered from: Ohio's Distributive Education Materials Laboratory, 1885 Neil Avenue, Columbus, Ohio 43210.

Competencies that may be developed in this section include:

1) Addresses other people in a business-like manner.
2) Delegates duties or directions clearly.
3) Interprets management's policies to employer and employee's problems to management.
4) Follows lines of authority.
5) Recognizes the accomplishments of others.
6) Helps maintain a pleasant working environment.
7) Shows an interest in others.
8) Recognizes value of efficient employee training.
9) Makes each employee feel appreciated.

10) Exhibits a positive attitude and good morale.
11) Understands way to handle difficult customers.
12) Develops and maintains harmonious relationships with other employees.
13) Works cooperatively with fellow employees, supervisors and management.
14) Maintains an objective point of view in problem situations.
15) Develops personality traits necessary for successful job performance.
16) Represents business favorably to customers and business associates.
17) Adapts to personality and to needs of customer.
18) Avoids misrepresentations of people, products and policies.
19) Exercises self-control during trying situations.
20) Accepts criticism.
21) Adjusts to change.
22) Realizes that the store's personnel policies are established for the benefit of the store and the employee.
23) Performs additional tasks when situations necessitate.
24) Exhibits honesty and integrity.

FOCUS: Store Location

OBJECTIVE: Given information about traffic flows, shopping patterns, and competitors locations, the student will specify desirable store locations -- consistent with the principles presented.

SUGGESTED LEARNING ACTIVITIES:

A. View the slide set with tape cassette, "How To Attract The Shopping Center Customer Who May Be Passing You By", which may be available from your newspaper advertising manager. Detail is given to a survey of where customer's shop. Discussion will follow as to implications for the location of a retail store and implications for drawing new customers to existing stores.

B. During a brain storming session, the students will discuss how a store's image influences the location of a store. Examples can be drawn from local store's locations.

C. In class discussion, identify methods by which a retail firm might determine the advisability of a specific location.

D. Invite a manager of a new or newly relocated retail firm to speak to the class on the major reasons why their particular site was chosen. Perhaps an advertising manager of a newspaper who conducts surveys for such retailers can also be invited to speak.

Competencies that may be developed in this section include:

1) Interprets store policies to customers.

FOCUS: Store Layout

OBJECTIVE: After visiting retail establishments and studying merchandise layout procedures, the student will construct a model merchandise layout plan, consistent with the procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Assign each student a retail store to visit. The student will observe the merchandise layout and the services provided. In class the student will shart the arrangement of the merchandise layout and location of services provided.

B. In a brainstorming session, the students will identify reasons why merchandise is placed in a certain location in the store. This discussion will be from both the consumer's and retailer's point of view.

C. In a brainstorming session, the students will identify reasons why specific services are offered by a store and why the location of the services is important. This discussion will be from both the consumer's and retailer's point of view.

D. The chart referred to above will be used to plot the flow of customer traffic. The traffic flow chart will identify the ease of accessibility by the customer to both merchandise and services.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Identifies availability and location of customer facilities.
3) Identifies location of merchandise in the store.
4) Knows that impulse and convenience goods are located on lower floors or near the entrance while staple goods are to the back or on upper floors.
5) Informs customers by signs for ease in self-selection of merchandise.
6) Arranges merchandise in relation to floor space for potential sales.

FOCUS: Store Services and Facilities

OBJECTIVE: When asked to identify store services and facilities and the location in the store of each, the students will recall such services and locations to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Have students prepare a list of questions that a customer might ask concerning store services and facilities.

B. Each student will choose one large retail firm and graph the floor plan, the store services and facilities will be identified on the graph.

C. The class will choose one large retail firm and then prepare a brochure which would be distributed to the store's customers. The brochure would identify services and facilities available in the store.

D. Suggest to the class that one of the members has decided to open a retail store or that one of the members has just been promoted to store manager. As a class, discuss which types of services and facilities should be available in the store. Compile a list with reasons why each has been included.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Identifies services of the store which are free and those for which there is a charge.
3) Identifies availability and location of customer facilities.

FOCUS: Store Closing

OBJECTIVE: Placed in a simulated or actual setting, the student will demonstrate the proper procedures for closing the store including:
a) checking out the cash register
b) recording daily sales totals
c) locking and securing the store
-- consistent with the practices of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Collect from local retailers the daily inventory sheets which are completed from the daily sales. Have the students complete these records actually using the sales slip or cash register tape of a given day.

B. Invite a speaker from either a retail store or cash register company to explain the functions that a computerized cash register can provide to a store.

C. Have each student in class take a turn being in charge of the cash register at the close of a day. The student will take the appropriate steps to close out the register and prepare the register for the next business day.

D. The students will devise a check list for an employee to use in locking and securing the store at the conclusion of a business day.

Competencies that may be developed in this section include:

1) Closes out the department at the end of a selling day.
2) Records and reports federal and state sales tax.
3) Sets up and closes out the cash register.
4) Reports daily sales in a department.

FOCUS: Store Accidents

OBJECTIVE: Placed in a simulated situation which involves an in-store accident, the student will react in a manner consistent with the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES

A. The students will prepare a list of phone numbers to be placed near each phone in a retail store. This list will include phone and office numbers of medical, fire, and store personnel.

B. Each student will prepare a script involving a store accident. The student will assume the roles of the characters in the script. Discussion can follow identifying alternatives which can also be used.

C. Invite an individual trained in first aid to the class to conduct a short course in emergency first aid for the students.

D. Invite a store manager to speak to the class concerning a retail store's policy and procedures concerning store accidents for both customers and employees.

E. Discussion can follow concerning necessary reports which must be completed when accidents occur.

Competencies that may be developed in this section include:

1) Checks to be sure safety laws and rules are observed in store and display areas.
2) Discards boxes, wrappings, and other waste in the proper manner.
3) Keeps entrances clean and uncluttered.
4) Keeps sidewalks clean and free of ice or snow.
5) Takes care of accidents which happen in the store.
6) Keeps merchandise and sales floors orderly and neat.
7) Fills out necessary forms when accidents occur.

FOCUS: Establishing a Charge Account

OBJECTIVE: When approached by a customer who wishes to open a charge account, the student will assist the customer by explaining credit application procedures, supplying the appropriate forms, explaining the types of charge cards available, and explaining both time payment principles and store billing procedures to the satisfaction of the customer and consistent with the policies of the retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Acquire credit applications from a number of retail stores. Duplicate these forms. Have each student apply for a credit card by completing the required information.

B. Have the students take turns explaining the application procedures, types of charge cards available, time payment principles, and store billing procedures to each other. These hypothetical encounters between customers and store employee can be recorded and then reacted to in terms of acceptable and non-acceptable procedures.

C. Invite a banker to speak to the class about laws which apply to credit cards. This information shall include both credit card applicants and credit card users.

D. Invite a speaker from the credit department of a retail store. Have the speaker discuss problems that the retail store encounters with credit cards and also reasons as to why credit card applicants are refused. Include in the discussion how people establish credit ratings and what they mean. Have the speaker identify the type of information that credit bureaus keep on people.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Helps customers fill-out credit application.
3) Explains time payment principles.
4) Explains store billing procedures.
5) Explains procedures for credit card application.
6) Interprets credit policies to customers.
7) Demonstrates a knowledge of different types of credit.
8) Demonstrates a knowledge of the credit bureau.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation and a tangible product and errors on the register tape, the student will complete the sales transaction according to procedures specified by a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Devise role playing situations in the fashion merchandising laboratory whereby students assume the role of salespersons and customer. Require the salesperson to make errors in the use of the cash register and then correct these errors.

B. Have the students develop a series of common error situations which occur in the use of the cash register. After the salesperson corrects the errors, the salesperson will explain orally and compute manually the transaction showing the customer that the total is now correct.

C. Simulate a job training session for new salespersons of a retail store. Have members of the class take turns being the salespersons and personnel trainer in conducting a workshop to show new salespersons how to use the cash register and how to correct errors made on it.

D. Ask a student to assume the role of a National Cash Register sales representative and demonstrate the procedure to a client.

Competencies that may be developed in this section include:

1) Reads accurately tax computation charts.
2) Identifies cash register errors and corrects them.
3) Uses the correct procedure in conducting a cash and a charge sale transaction.
4) Uses charge plates.
5) Makes change and uses the cash register accurately.

FOCUS: Sales

OBJECTIVE: Given an advertisement that a selected store has run and placed in a related department of the store, the student will suggest methods that they would use to promote sale of the advertised merchandise.

SUGGESTED LEARNING ACTIVITIES:

A. Invite a sales manager to speak to the students and exp'ain the steps taken by a retailer in preparing for a sale of advertised merchandise.

B. Have students in the class assume the roles of certain store personnel such as department managers, section managers, personnel manager, display manager, advertising manager, and for the retail store giving input as the assumed person.

C. Arrange for students to visit a retail store during a sale promotion. Have the students identify sales promotion methods used by the retail store and the effectiveness of the promotional methods.

D. Provide students with newspaper advertisements that a retail store is using for a specific promotional sale. Using buzz groups, ask the students to identify additional methods that they would use to promote sale of the advertised merchandise.

Competencies that may be developed in this section include:

1) Coordinates displays and advertising.
2) Recites the product knowledge of advertised merchandise in order to better promote or sell.
3) Recognizes the purposes of advertising.
4) Informs customers of the location of advertised merchandise within the store.

FOCUS: Sale Transaction

OBJECTIVE: Placed in a simulated situation, the student will complete the sales transaction for each of the following situations
a) cash sale
b) lay away
c) charge (store's own and others)
d) mail delivery
e) will call
f) employee discount
g) gift certificates
--consistent with the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Have students assume the roles of the customer and salesperson. The salesperson will write the sales ticket placing the information in the appropriate space and will then enter the necessary information on the cash register.

B. Collect lay away slips and gift certificates from various retailers. Duplicate the slips for use by the students. Provide the students with all information necessary to complete the lay away and gift certificate forms.

C. In the merchandising lab, using the appropriate tools if available, the student will fill out the proper papers for a charged item of merchandise. Papers will be available for both store's own charge and other major charge account.

D. Assign each student to a local store and have them interview an employee of that store to determine the provisions of the employee discount. The results of the interviews will be reported in class and a chart compiled by the class.

Competencies that may be developed in this section include:

1) Uses the correct procedure in conducting a cash and a charge sale transaction.
2) Approves and accepts checks.
3) Knows how to authorize customer's checks.

4) Uses charge plates.
5) Computes accurately employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing the sales-check.
6) Computes postal charge for merchandise delivery.
7) Takes mail and telephone orders.
8) Makes change and uses the cash register accurately.
9) Prepares merchandise for lay-away.
10) Bags garments.
11) Know how to fill out and accept gift certificates.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation and a tangible product, the learner will gi e a sales presentation, and all of the following will be included.

a) uses an appropriate sales approach
b) determines need
c) demonstrates the use of the product
d) gives the selling points of the product
e) answers customers' objections and/or questions
f) asks for the sale
g) suggests related merchandise
h) closes the sale

SUGGESTED LEARNING ACTIVITIES:

A. In consultation with students, select one of the following products to be the subject of a complete sales talk or a product from your place of employment in the fashion merchandising category.

a) a pair of dress shoes
b) an expensive coat
c) a pair of blue jeans
d) a neck scarf
e) a perfume product
f) a pair of slacks
g) a top to wear with pants
h) a ski jacket
i) a swimsuit
j) fabric for a dress

Another student will be assigned to play the part of the customer. The student should be instructed to raise objections and attempt to put off the close. The rest of the class should criticize the sales presentation.

B. Select one of the products, listed above in suggested learning activity A, and instruct students to prepare:

a) various sales approaches that might be used
b) alternative questions that would help determine the customer's need
c) ideas that might be pointed out in the product demonstration
d) a comprehensive listing of selling benefits related to facts
e) possible customer objections and questions
f) alternative ways to ask for the sale
g) a list of related items that would be suitable for suggestion
h) alternative ways to close the sale

Students might prepare the responses individually and then discuss their work in a group. Another approach might call for a brainstorming session followed by a critical review.

C. In a group, arrange for the students to play a "what if" game.

WHAT IF:

a) The salesperson approaches the customer and says, "Good Morning, may I help you?" The customer replys, "No, it is not a good morning--and I think I am capable of helping myself."

b) The customer is looking at a necklace and the salesperson asks, "With what outfit do you wish to wear the necklace." The customer replys, "What makes you think that it's any of your business?"

c) You point out to the customer that his particular raincoat can be put in the washer and dryer and will need no ironing because of the finish. The customer replys, "Yeah, I've heard that story before. You salespeople will tell a customer anything to get a sale."

d) You are demonstrating the durability of the seams in an outfit by tugging on them when one pops.

e) You suggest to a customer that has just purchased an ensemble that the scarf and hat shown with the outfit are for sale. The customer replys, "Oh, I thought those came with the outfit. If I have to purchase them separately, I believe I'll just look around a bit more for an outfit."

The teacher and students may devise other "what if" situations. Student reactions may be discussed as to their appropriateness.

D. Have the students write and record a script which simulates a sales situation. The script should include each of the competencies called for in the objective. The recordings may be played back in class and be analyzed by the group.

Competencies that may be developed in this section include:

1) Greets each customer.
2) Remembers customers' name when serving them.
3) Opens sales conversation with suitable statements.
4) Shows a genuine interest in the customer's problem.
5) Analyzes customer needs.
6) Demonstrates merchandise to customer.
7) Speaks clearly and precisely to customers.
8) Handles satisfactorily customer inquiries.
9) Handles individual differences in customers.
10) Applies the steps involved in making a sale.
11) Treats customers with courtesy.
12) Listens for indications regarding price during a sale.
13) Suggests a substitute for unavailable merchandise.
14) Suggests related items to customers.
15) Points out hidden values of merchandise.
16) Translates product information.
17) Uses trade-ups.
18) Uses merchandise terminology.

19) Builds a sales talk around merchandise selling features.
20) Interprets features of a product in terms of benefit to customers.
21) Builds customer loayalty for the store.
22) Builds goodwill for the store.
23) Demonstrates pride in being a salesperson.
24) Handles customer complaints.
25) Handles returned merchandise.
26) Interprets store policies to customers.
27) Answers customer objections.
28) Applies proper techniques in closing a sale.
29) Wraps customer purchase.
30) Meets sales quotas.

FOCUS: Sales

OBJECTIVE: Given an actual or simulated situation, a cash register, and priced merchandise the learner will record on the cash register the:

a) price and department of the merchandise
b) total price of the merchandise
c) total tax for the merchandise
d) total cost to the customer with 100% accuracy.
e) amount tendered by customer
f) amount of change to be returned.

SUGGESTED LEARNING ACTIVITIES:

A. Devise role playing situations in the fashion merchandising laboratory whereby students assume the roles of salesperson and customer. Require the salesperson to use the cash register to record the transaction.

B. Have the students prepare job instruction sheets, listing each step in the procedure, that could serve as self-instructional sheets for beginners.

C. Have students interview an individual with expertise in the area of fashion merchandising. The objective of this interview is to determine the probable effect of the Universal Product Code and scanner system on the future use of cash registers in fashion merchandising.

D. Construct a role playing situation in which a student assumes the role of a salesperson and another student assumes the role of a customer. After a sales transaction has been recorded on the cash register and the tax has been added, the customer will object to the total price and ask for clarification. The salesperson will explain orally and compute manually the transaction showing the customer that the register total was accurate.

Competencies that may be developed in this section include:

1) Reads accurately tax computation charts.
2) Identifies cash register errors and corrects them.

3) Uses the correct procedure in conducting a cash and a charge sale transaction.
4) Uses charge plates.
5) Makes change and uses the cash register accurately.

FOCUS: Sales

OBJECTIVE: Placed in an actual or simulated situation, the student will take a merchandise order over the phone including the following:

a) gretting
b) identify themselves
c) identify the retail store or department
d) write a sales ticket which contains the following information:
   1) customer's name
   2) customer's address
   3) date and time of order
   4) number of items
   5) description of items
   6) department number
   7) price of items
   8) tax
   9) total of sale
   10) terms of sale
   11) delivery method
e) repeat all recorded information to the caller--with 100% accuracy and consistant with policies and procedures of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Invite an educational relations representative from the local telephone company to discuss correct telephone etiquette with the class.

B. Set up role playing situations which call for the behaviors specified above. Students may rotate in assuming the roles of salesperson and customer. Catalogs such as Sears, Wards, or Penneys may be utilized for stock numbers, descriptions, and prices.

C. Tape a telephone sales order and have students react to the presentation in terms of acceptable and non-acceptable procedures.

D. Have the students prepare a check-list to be followed in telephone sales situations. The check-list should highlight each of the items included in the objective and contain a list of "DOs and DON'Ts."

Competencies that may be developed in this section include:

1) Uses telephone correctly and effectively.
2) Receives or gives telephone messages.
3) Listens and follows directions.
4) Greets each customer.
5) Speaks clearly and precisely to customers.
6) Treats customers with courtesy.
7) Writes legibly.
8) Writes out sales checks properly.
9) Multiplies and extends figures accurately.
10) Takes mail and telephone orders.
11) Handles mail and telephone orders in response to ads.

FOCUS: Merchandising Mathematics

OBJECTIVE: Placed in an actual or simulated sales situation and given the sales tickets and an Illinois State Tax Collection Schedule, the student will multiply the quantity times price and then add the total sales column plus tax with 100% accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Collect sample sales checks from the various fashion merchandising firms in your community. Duplicate the sales checks for use by students. Provide learners with all information needed to complete the sales check. Allow students to practice with the results being evaluated and mistakes pointed out for correction.

B. Devise a situation where a customer objects to the total cost of the sales transaction. Have the student explain orally the procedure used in writing the sales ticket.

C. Using the price tickets found on merchandise, have the students estimate the dollar total of the sales tickets. For instance, have students add in their head $5.95, $4.95, and $1.98 as $6, $5, and $2 in order for them to realize if the real dollar total is a reasonable total amount. This estimated method can be used as a check.

D. Have students mount sample sales checks on posters. Labels of each entry to be made on the sales check will be mounted with arrows indicating the correct position on the sales check for each particular entry.

Competencies that may be developed in this section include:

1) Writes legibly.
2) Writes out sales checks properly.
3) Adds columns of figures accurately.
4) Multiplies and extends figures accurately.
5) Reads accurately tax computation charts.
6) Computes accurately employee discounts, delivery charges, alteration charges, lay-away charges, etc. when writing out and computing the sales-checks.
7) Adjusts pricing errors on tickets and records them.

FOCUS: Merchandising Mathamatics

OBJECTIVE: Placed in an actual or simulated sales situation, the sales ticket, and the amount of money recieved, the learner will give correct change with 100% accuracy.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare a series of problems which give the student an amount of a sale and an amount of money which the customer hands to the salesperson or cashier. The students will determine the correct amount of change to return to the customer using as few bills and coins as possible.

B. Use play money in the fashion merchandising laboratory and require students to be accountable for cash register audits.

C. Construct a case problem in which an employee consistently makes errors in handling money. Students may assume the role of the employer and react to the case giving a rational for their decisions.

D. Prepare an assignment which calls for training sessions to be conducted for new employees. Each student is responsible for designing and implementing a short session (perhaps 10 minutes) devoted to proper procedures to be used by the new employees in making change.

Competencies that may be developed in this section include:

1) Adds columns of figures accuratly.
2) Reads accurately tax computation charts.
3) Makes change and uses the cash register accurately.

FOCUS: Merchandising Mathamatics

OBJECTIVE: When approached by a customer who wishes to return merchandise, the student will legibly fill out the merchandise return form and either credit the customer's charge or return the appropriate dollar amount in cash to the customer with 100% accuracy and consistent with the return policies and procedures of the retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Collect merchandise return forms from various fashion merchandising firms. Duplicate the forms. Construct role playing situations in the fashion merchandising laboratory whereby students must complete the forms.

B. In a brain storming session, have students identify reasons why fashion merchandise might be returned. Follow this with a discusion of when merchandise would or would not be accepted as returned items.

C. From earlier purchase transactions involving several items, devise a situation within which only one or two items are to be returned. This will necessitate the application of competencies in computing sales tax and discounts for those items.

D. Prepare a list complete with sales tickets. Indicate the item(s) to be returned and ask students to complete the merchandise return form.

Competencies that may be developed in this section include:

1) Writes legible.
2) Adds columns of figures accurately.
3) Multiplies and extends figures accurately.
4) Reads accurately tax computation charts.
5) Adjusts pricing errors on tickets and records them.
6) Identifies cash register errors and corrects them.
7) Makes change and uses the cash register accurately.
8) Handles returned merchandise.
9) Handles customer complaints.
10) Interprets store policies to customers.

FOCUS: Inventory

OBJECTIVE: Placed in an actual or simulated setting, the student will conduct a physical inventory using the appropriate paper forms and either the cost method or retail method as evidenced by accuracy and consistent with the practices of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. The student will be given inventory forms from several retailers and be asked to prepare a list of merchandise which will then be accurately recorded on the inventory forms.

B. Have students complete the above identified sheets by both the cost method and retail method. A discussion can follow as to why retailers prefer one method over another.

C. If students are involved in the cooperative program, suggest to the training sponsor that they be involved in conducting an inventory for their employer.

D. Discuss with the students the necessity for conducting an inventory.

Competencies that may be developed in this section include:

1) Stores merchandise according to store system.
2) Understands factors involved in inventory.
3) Knows where merchandise is located in the store.
4) Uses forms and records necessary for inventory control.
5) Records the transfer of merchandise or stock to branch stores.
6) Uses information on unit inventory control systems.
7) Knows the difference between cost method and retail method of inventory.
8) Checks stock for damaged and soiled merchandise.
9) Counts and records stock.

FOCUS: Receiving and Distribution

OBJECTIVE: When merchandise is delivered to the retail store, the student will use the designated methods to

a) check in the merchandise.
b) record merchandise on inventory forms and reports
c) file claims to return damaged merchandise
d) ticket the merchandise
e) store merchandise
f) prepare and distribute merchandise for sales, floor and delivers to designated department and store.

--consistent with the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Collect copies of invoices and packing slips from retailers. Have students check merchandise delivered by comparing the packing slip to the invoice copy to be certain that merchandise ordered has been delivered.

B. Collect inventory forms from retailers. Have students list the new merchandise on the inventory form recording all of the proper data.

C. Assume that damaged, unordered, or substituted merchandise has been delivered to the retailer. Each student in the class will write the company involved asking for authorization to return the merchandise.

D. Have each student ticket the newly arrived merchandise using the proper machine if available or observe the merchandise being ticketed in an actual retail firm.

E. Given a certain amount of the merchandise to either stored or distributed to the appropriate department, the student will divide and tag the merchandise for dispersement.

Competencies that may be developed in this section include:

1) Stores merchandise according to store system.
2) Routes merchandise from receiving dock to designated department.

3) Knows where merchandise is located in the store.
4) Uses forms and records necessary for inventory control.
5) Operates price-making machine.
6) Unloads delivery trucks quickly and efficiently.
7) Files claims for merchandise damages, shortages, overcharges, and substitutes.
8) Follows through on non-delivered or lost merchandise.
9) Puts price tickets on various types of merchandise.
10) Records transfer of stock to branch stores.
11) Determines priority for processing merchandise.
12) Prepares merchandise for the sales floor.
13) Distributes merchandise to the selling floor.
14) Uses forms and reports necessary in stockkeeping.
15) Keeps stockkeeping errors and losses to a minimum.
16) Replenishes floor stock from reserve.
17) Checks stock for damaged and soiled merchandise.
18) Retickets merchandise
19) Remarks merchandise for special/sales events.
20) Counts and records stock.
21) Arranges understock and reserve stock.
22) Applies store's pricing policies.
23) Rotates older merchandise to front so that it can be sold first.
24) Keeps stocks fresh and tidy.
25) Changes retail prices up or down.
26) Prepares and ships warranty items approved for return.
27) Maintains stock purchase control.

FOCUS: Buying

OBJECTIVE: Given the following dollar figures: end of month planned inventory, beginning inventory, planned sales, planned markdowns, merchandise on order, conversion figures, the student will mathematically calculate the open-to-buy for a given month with 100% accuracy.

SUGGESTED LEARNING ACTIVITIES

A. The student will complete a series of prepared problems to determine the open-to-buy for one month.

B. Collect sales and merchandise plan forms from local retailers. Have students complete these forms with dollar figures which the teacher supplies.

C. Using dollar figures which the teacher supplies, the student will prepare problems to determine the open-to-buy for three month cycles.

D. During the calculations of the open-to-buy problems, discuss with the students the role that planned markdowns have in the dollar amount available for open-to-buy.

Competencies that may be developed in this section include:

1) Studies the term "open-to-buy" and the factors which influence it.
2) Uses accurately companies merchandise order forms.
3) Determines the quality of merchandise to buy.
4) Stays within the projected budget.
5) Places special orders of merchandise for customers.
6) Analyzes and interprets past sales records and performance for planning future sales and making purchases.
7) Places reorders promptly.

FOCUS: Buying

OBJECTIVE: When asked to recall outside sources which influence the merchandise buyer, the student will identify such sources and supply ways in which this information is used by a given retailer--consistent with sources presented in class.

SUGGESTED LEARNING ACTIVITIES:

A. Divide the class into groups, have each group identify and list outside sources which influence a merchandise buyer in their decision of what to buy.

B. Invite a buyer to discuss with the students the outside influences on the buying decisions and by what method the decision is made.

C. Have students read materials provided in the school library about resident buying offices. List the advantages provided to a retailer who purchases the services of a resident buying office.

D. Assume that in a medium sized city several of the retail firms utilize the services of the same resident buying office. Have the students identify possible concerns or problems that will influence the buyers in that community.

Competencies that may be developed in this section include:

1) Knows typical discounts and terms offered by manufacturers.
2) Knows vendors' terms and discounting policies.
3) Interprets current trends in merchandising.
4) Recognizes the factors which affect the retail price other than cost price of merchandise.
5) Keeps informed of competitive conditions in the market area.
6) Spends time on the selling floor.
7) Utilizes cash discounts from manufacturers.
8) Visits branch stores regularly.
9) Recognizes that the customer is the determining factor in buying merchandise.
10) Analyzes available resources and characteristics of individual manufacturing firms.
11) Knows the reasons for making returns of merchandise to manufacturers.
12) Keeps salesperson up to date on new style and fashion trends.

FOCUS: Buying

OBJECTIVE: Placed in a hypothetical store situation and given the dollar figure of open-to-buy for a specific month, the student will plan the merchandise purchases to the satisfaction of a given retailer.

SUGGESTED LEARNING ACTIVITIES:

A. The student will select a specific department in a store and a dollar figure. Using this information the student will plan the amount and kind of merchandise purchases to be made for a specific month.

B. The student will interview a buyer to determine the physical buying process such as where the buying is done, day of week, time of day, expenses other than merchandise purchases, etc.

C. Make arrangements when a sales representative of a manufacturer visits a buyer for the student learner to sit in on the sales presentation. Perhaps the student will be allowed to make some suggestions to the buyer concerning the purchases to be made.

D. Using fashion newspapers and magazines such as Women's Wear Daily, Clothes, Tobe, etc., the student learner will compile a list of the best sellers in a selected type of merchandise. This list will be used in the selection of merchandise to be purchased in the student's hypothetical situation.

Competencies that may be developed in this section include:

1) Knows typical discounts and terms offered by manufacturers.
2) Knows vendors; terms and discounting policies.
3) Interprets current trends in merchandising.
4) Checks the stock quantities necessary for seasonal or year-round selling.
5) Utilizes store's procedures for recording markup and mark-downs.
6) Uses information on unit inventory control systems.
7) Studies the term "open-to-buy" and the factors which influence it.
8) Keeps informed of competitive conditions in the market area.
9) Uses accurately companies merchandise order forms.
10) Determines the quantity of merchandise to buy.

11) Keeps informed of low quantity of staple stocks.
12) Observes company's restrictions, policies, and procedures for buying.
13) Spends time on the selling floor.
14) Observes the merchandise packaging for sales implications.
15) Utilizes cash discounts from manufacturers.
16) Visits branch stores regularly.
17) Recognizes that the customer is the determining factor in buying merchandise.
18) Stays within the projected budget.
19) Anticipates and buys related items that will contribute to maximum sales of basic stock items.
20) Takes advantage of seasonal price changes in products.
21) Makes decisions on styles, quantities, colors, sizes, delivery dates, etc. while working "in the market."
22) Develops files on suppliers and their stock.
23) Analyzes and interprets past sales records and performance for planning future sales and making purchases.
24) Places reorders promptly.
25) Analyzes available resources and characteristics of individual manufacturing firms.
26) Knows various modes of transportation used in shipping merchandise from vendor to store.
27) Recognizes amount on-hand of various items which is considered an adequate supply.
28) Realizes that turnover is related to store operating profits.
29) Reads and interprets a profit and loss statement.
30) Analyzes charts and graphs and interprets the data.

FOCUS: Buying Procedure

OBJECTIVE: Placed in a simulated or actual situation, the student will conduct the following elementary buying procedures.

a) utilize discounts offered by manufacturers
b) completes merchandise order forms
c) places special orders of merchandise
d) checks stock quantities for seasonal or staple merchandise and reorders when necessary to the satisfaction of the retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Using copies of order forms collected from sales representatives of manufacturing firms, the student will fill out an order form for the merchandise to be ordered. If a discount is available the student will take advantage of the discount.

B. Invite a sales representative of a manufacturing firm to class. Ask him to explain the discounts which are available to buyers and their retail firms.

C. A customer has requested that an item be special ordered that is currently out of stock in the proper size. Have students fill-out and complete the order form which is appropriate.

D. Prepare an assignment which calls for the student to read the computor printout of staple merchandise. The student learner will then read the printout accurately and fill out the necessary order forms for merchandise which is low in stock.

Competencies that may be developed in this section include:

1) Conducts physical inventory.
2) Knows the difference between cost method and retail method of inventory.
3) Checks the stock quantities necessary for seasonal or year-round selling.
4) Uses accurately companies merchandise order forms.
5) Determines the quantity of merchandise to buy.
6) Keeps informed of low quantity of staple stocks.
7) Utilizes cash discounts from manufacturers.
8) Places special orders of merchandise for customers.

9) Places reorders promptly.
10) Recognizes amount on-hand of various items which is considered an adequate supply.
11) Knows delivery systems available.
12) Explains delivery schedules and procedures.

FOCUS: Shoplifting Prevention

OBJECTIVE: Placed in a role playing situation, the student will react to a shoplifting incident -- in a manner consistent with the practices acceptable by law and the policies of a given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. Invite a police officer to discuss policies and procedures to be followed in incidents involving shoplifting. Other speakers invited might include a local retailer or attorney.

B. Have students write a script and role play a shoplifting incident. The students would demonstrate procedures to follow. The class may then discuss each procedure in terms of legal appropriateness.

C. Arrange for students to attend seminars often conducted by Retail Merchants Associations concerned with problems of shoplifting.

D. Obtain the 27 page manual entitled **SHOPLIFTING PREVENTION** made available by Ohio's Distributive Education Materials Laboratory; 1885 Neil Avenue, Columbus, Ohio 43210. This is a programmed instruction booklet designed for individual use by high school students.

Competencies thay may be developed in this section include:

1) Uses proper procedures in regard to shoplifting.

FOCUS: Advertising

OBJECTIVE: Using either actual advertisements or pictures or slides taken of advertisements, the learner will analyze each of the ads and identify the following:
a) purpose of the ad
b) type of customer for which the ad is intended
c) merchandise featured
d) type of advertisement
with the degree of accuracy to be specified by the teacher.

SUGGESTED LEARNING ACTIVITIES:

A. Invite the advertising manager of a local newspaper to speak to the class about what elements are present in a good ad.

B. Invite the advertising manager of a local newspaper to speak about the types of surveys conducted by the newspaper to identify the readership and effectiveness of newspaper advertisements.

C. Obtain a copy of the "Newspaper Copy and Layout Clinic Work Kit" from the Newspaper Advertising Bureau, Inc., 485 Lexington Ave., New York, N. Y. 10017, cost $2.00. Using the guidelines and pictures in the kit, construct an advertisement.

D. Have the learner bring in examples of good and poor newspaper advertisements. The class can then critique the ad with the student defending their position on the ad's quality.

E. Arrange for students to attend seminars often conducted by Retail Merchants Associations concerned with advertising.

Competencies that may be developed in this section include:

1) Recognizes the purposes of advertising.
2) Evaluates the supply of merchandise available to back up an ad.
3) Studies past ads for help in planning future ads.
4) Selects merchandise for advertising that is both seasonal and timely.
5) Utilizes brand names in advertising.
6) Attempts to create customer desire through advertising.

7) Identifies the value of color in advertisements.
8) Recognizes that an affective ad headline gains customer attention.
9) Evaluates the effectiveness of various advertising media.
10) Recognizes the purpose of ad illustrations.

FOCUS: Advertising

OBJECTIVE: Taking an advertising idea from a student's constructed display, plan and construct a series of advertisements for the following media:
a) daily newspaper
b) newspaper stuffer or flyer
c) occupant mail delivery
consistent with the model presented in this unit of instruction.

SUGGESTED LEARNING ACTIVITIES:

A. Invite the advertising manager of a department store to the class, to show the steps used to develop an advertisement.

B. Arrange for the class to tour a newspaper, visiting the advertising department, the "paste up" area, and press area.

C. Have the students bring to class examples of advertisements of each of the following: daily newspaper, a newspaper flyer or stuffer, and an occupant mail delivery. These ads can then be critized by the students as to their effectiveness.

D. Collect advertisements and pictures of the corresponding store display. Have the students make suggestions of methods to improve the advertisements for the specific displays pictures.

Competencies that may be developed in this section include:

1) Coordinates displays and advertising.
2) Utilizes promotional advertising to create sales.
3) Selects media for advertising.
4) Recognizes the purposes of advertising.
5) Checks advertising proofs for accuracy.
6) Studies past ads for help in planning future ads.
7) Selects merchandise for advertising that is both seasonal and timely.
8) Utilizes brand names in advertising.
9) Attempts to create customer desire through advertising.
10) Identifies the value of color in advertisements.
11) Recognizes that an effective ad headline gains customer attention.

12) Evaluates the effectiveness of various advertising media.
13) Recognizes the purpose of ad illustrations.
14) Comprehends the relative cost of advertising in various media.
15) Coordinates national or chain advertising with the on-the-floor selling activities.
16) Writes copy for advertisements.
17) Negotiates with manufacturers for most advantageous advertising and promotional aid.

FOCUS: Advertising

OBJECTIVE: Using a collection of newspaper advertisements of the last six months from a selected store, the student will identify the following:

a) store logo
b) store image
c) type of merchandise
d) type of customers
e) services provided
f) type of sales
g) date and time of sales
h) headlines used
i) purpose of advertisement
j) cost range of merchandise

and then critique the ads against the criteria given in class.

SUGGESTED LEARNING ACTIVITIES:

A. From newspapers made available to the students, have students trace or cut out store logos. Have the student mount the logos on paper in their notebooks for future references.

B. Have the student examine a number of advertisements of stores in their community and develop a rational for a selected store's image. Then give the students a number of advertisements from stores of which they are unfamiliar. Have the students develop an image of a store and compare this image with the information the teacher has on this particular store.

C. Invite a panel of community persons (ex.: homemaker, working wife, gentleman) to identify why they elect to shop at certain stores.

D. Invite a retailer who has an active consumer panel (advisory board) sponsored by the store. Identify how the retailer utilizes the consumer panel.

Competencies that may be developed in this section include:

1) Recognizes the purposes of advertising.
2) Studies past ads for help in planning future ads.
3) Utilizes brand names in advertising.
4) Identifies the value of color in advertisements.

5) Recognizes that an effective ad headline gains customer attention.
6) Evaluates the effectiveness of various advertising media.
7) Recognizes the purpose of ad illustrations.
8) Comprehends the relative cost of advertising in various media.
9) Identifies services of the store which are free and those for which there is a charge.

FOCUS: Display

OBJECTIVE: Given a simulated or actual situation, merchandise to be displayed, related display props, and display material as provided by the manufacturer and/or developed by the learner, the learner will construct a promotional countertop, shelf, showcase or window display consistent with policies and procedures of a given retailer(s) and with the principles given in class.

SUGGESTED LEARNING ACTIVITIES:

A. Have each student in the class erect a counter display in the classroom with items that can be brought in one large grocery sack from home. The teacher and students will critique the displays and discuss the effectiveness of each display.

B. Have students visit store displays and note the display props and special methods of hanging clothes which are used to catch the customer's eye. Discuss these methods as to cost and amount of time necessary to complete the display.

C. If the cooperative method is utilized, include the construction of displays in the training plan used to guide on-the-job learning activities.

D. Ask students to locate examples of good and bad displays in retail stores. Discussion will follow as to what method(s) each student would improve the displays if they were the retailer.

Competencies that may be developed in this section include:

1) Realizes the importance of attractive displays.
2) Utilizes various types of display fixtures.
3) Employs seasonal or store wide themes in department displays.
4) Prepares merchandise for displays.
5) Utilizes principles of design in display preparation.
6) Displays merchandise as it can be used.
7) Dresses mannequins for display.
8) Plans and schedules displays and display theme.
9) Utilizes the best location within the store to place displays.
10) Utilizes display space to the best advantage.

11) Assembles temporary displays.
12) Utilizes display background to best advantage.
13) Uses display lighting effectively.
14) Compiles current fashions for display.
15) Changes display often.
16) Considers an item's sale volume in allocating display space.
17) Stores display fixtures for future use.
18) Handles display fixtures with care to avoid damage.
19) Keeps display windows clean.
20) Keeps display fixtures neat and clean.

FOCUS: Display

OBJECTIVE: Given appropriate merchandise and props, the students will construct displays using the following arrangement patterns:
a) fan
b) pyramid
c) step
d) zig-zag
e) usual eye path
with the outcome being the effect of the good use of the principles of design.

SUGGESTED LEARNING ACTIVITIES:

A. Using merchandise provided by the teacher, the learner will construct an example of each of the above display arrangement patterns. Students may then evaluate and discuss the effectiveness of each display.

B. Have the students find an example of each of the above display arrangement patterns in actual store locations. Discuss the display arrangement and the methods used to make the displays effective.

C. Prepare slides of store displays and/or student's displays. Use these slides to illustrate the arrangement patterns: fan, pyramid, step, zig-zag, and usual eye path.

D. If students who have erected displays as part of their job are in the class, have these students relate some of their "secrets" to effective displays and also some of their frustrations.

Competencies that may be developed in this section include:

1) Realizes the importance of attractive displays.
2) Utilizes various types of display fixtures.
3) Employs seasonal or store wide themes in department displays
4) Prepares merchandise for displays.
5) Utilizes principles of design in display preparation.
6) Displays merchandise as it can be used.
7) Dresses mannequins for display.
8) Plans and schedules displays and display theme
9) Utilizes the best location within the store to place displays.
10) Utilizes display space to the best advantage.

11) Assembles temporary displays.
12) Utilizes display background to best advantage.
13) Uses display lighting effectively.
14) Compiles current fashions for display.
15) Changes display often.
16) Considers an item's sales volume in allocating display space.
17) Stores display fixtures for future use.
18) Handles display fixtures with care to avoid damage.
19) Constructs various types of display arrangements.
20) Keeps display windows clean.
21) Keeps display fixtures neat and clean.

FOCUS: Visual Display

OBJECTIVE: Given an actual or simulated situation and tangible products and props, the learner will construct an actual window display, and all of the following will be included:

a) center of interest
b) theme
c) promotional product
d) related products
e) sign

SUGGESTED LEARNING ACTIVITIES:

A. Invite an individual with expertise in visual displays in fashion merchandising to discuss with the class
   1. How a theme is determined?
   2. Where props are secured?
   3. Tips on methods of display erection?

B. Assign the student learner to locate a good display in a store window. Have the student make a sketch of the window and identify the five items listed in the objectives above.

C. Using a display case in the school building, have each student construct a fashion merchandise display. The students will evaluate each others against an established criteria.

D. Show slides and/or pictures of window displays to the class and evaluate the displays against an established criteria.

Competencies that may be developed in this section include:

1) Realizes the importance of attractive displays.
2) Utilizes various types of display fixtures.
3) Employs seasonal or store wide themes in department displays.
4) Prepares merchandise for displays.
5) Utilizes principles of design in display preparation.
6) Displays merchandise as it can be used.
7) Dresses mannequins for display.
8) Plans and schedules displays and display theme.
9) Utilizes the best location within the store to place displays.
10) Utilizes display space to the best advantage.

11) Assembles temporary displays.
12) Utilizes display background to best advantage.
13) Uses display lighting effectively.
14) Compiles current fashions for display.
15) Changes display often.
16) Considers an item's sales volume in allocating display space.
17) Stores display fixtures for future use.
18) Handles display fixtures with care to avoid damage.
19) Writes copy for point-of-sale signs.
20) Keeps display windows clean.
21) Keeps display fixtures neat and clean.

FOCUS: Promotional Theme

OBJECTIVE: Given an actual or simulated promotional theme, the student will suggest both displays and advertisements to promote the theme which are consistent with policies of the retailer and with the principles of design.

SUGGESTED LEARNING ACTIVITIES:

A. The class will either be assigned or will select a theme for a one week storewide promotional. Each student will then suggest a series of displays and advertisements to best promote this theme.

B. Invite a promotional specialist to the class to discuss how a theme is selected for a promotion. Discuss also the types of activities used to promote a storewide sale and how these activities are used in the displays and advertisements.

C. The students will be given advertisements from local newspapers. They will then critique the ads as to the ideas selected to promote the themes of the selected retail store.

D. Given the selected store promotion, the students will tour the store and observe how the displays contribute to the promotional theme. Given the appropriate ads, a discussion can then follow as to how the store's displays and advertisements worked together to promote the theme.

Competencies that may be developed in this section include:

1) Utilizes various methods to inform customers of special events.
2) Keeps personnel informed of sales promotion activities.
3) Employs seasonal or store wide themes in department displays.
4) Coordinates displays and advertising.
5) Utilizes promotional advertising to create sales.
6) Evaluates the effectiveness of various advertising media.
7) Purchases display fixtures keeping in mind the store's image.

FOCUS: Comparison Shopping

OBJECTIVE: When asked to recall the purposes of comparison shopping, the student will identify such purposes and indicate how the information is used by retailers -- consistent with the purposes presented in class.

SUGGESTED LEARNING ACTIVITIES:

A. The student will prepare a list identifying the reasons that comparison shopping is necessary. This list will be compiled for two types of comparison shoppers 1. the consumer and 2. the retailer.

B. A student will be assigned two retail stores to visit for the purpose of comparison shopping. A list will be provided with suggestions on which to make the comparison. The entire class can chart the comparisons of each student's observations.

C. Have the class develop a one page questionnaire which each student will use to interview five consumers on their comparison shopping habits. The questionnaires will then be tallied and analyzed in class.

D. Invite a retail manager or professional comparison shopper to speak to the class concerning the amount of time a retail firm might employ a comparison shopper. Also included in the presentation will be how this acquired information can be used by the retail store.

Competencies that may be developed in this section include:

1) Identifies location of merchandise in the store.
2) Builds goodwill for the store.
3) Interprets current trends in merchandising.
4) Keeps informed of competitive conditions in the market area.
5) Analyzes competitor's merchandise when making comparison shoppings.

FOCUS: Federal Laws and Regulations

OBJECTIVE: When asked to recall the Federal labeling Laws and Regulations, the student will be able to identify the provisions of the following:
a) Wool Products Labeling Act
b) Fur Products Labeling Act
c) Permanent Care Labeling Rule
d) Textile Fiber Products Identification Act
e) Flammability Fabric Act
-- consistant with the legislation as presented in class

SUGGESTED LEARNING ACTIVITIES:

A. Have each student prepare a chart listing the five textile laws and regulation. Under each title the student will then list the provisions of the law or regulation.

B. Place the students in five groups, have the students identify benefits the consumer has received from each law and regulation.

C. Invite a retailer to speak to the class concerning the influence that textile laws and regulation has had on the retail business. Ask the retailer to expecially emphasize the Permanent Care Labeling Rule and Flammability Fabric Act.

D. Bring to class several garments from a retail store in the same packaging they are sold. Ask the students to check the permanent labels and hangtags to see if the garments meet the specifications of the law.

E. Visit a fabric store with the class. Have students observe labeling on the bolts and the check out procedure. Have the students determine if the store meets the specifications of the law.

Competencies that may be developed in this section include:

1) Identifies federal laws and regulations as they apply to fabrics and their end use.
2) Recognizes the various agencies that give protection to the customer.
3) Applies Federal Trade Commission protective measures.
4) Applies provisions contained in the Pure Food, Drug, and Cosmetic Act.

FOCUS: Determining Customer Need

OBJECTIVE: When approached by a customer desiring the purchase of fashionable clothing, the student will note the personal characteristics of the customer and recommend colors and styles which are consistent with the principle of good taste.

SUGGESTED LEARNING ACTIVITIES:

A. Divide the students into groups of three each and hang a plumb line. The three students using the seven head figure analysis system are to analyze each others posture and figure proportions. Each student will draw their figure on graph paper.

B. Using dolls as models and fabrics of various colors and designs, the students will dress the dolls in the various fabrics. The student will record in their notebook the effect the fabrics have on the figure appearance.

C. Have the students in the class divide into small groups. Each person will try the color swatches around their neck. The students will rate the colors against the individual's skin coloring as to which color is most pleasing.

D. Assign students to observe people who they consider well dressed and attractive. Have the student identify how color choice and fabric design choice contributed to the appearance.

Competencies that may be developed in this section include:

1) Analyzes customer needs.
2) Recognizes social and economic influences on fashion.
3) Recognizes that the age of the buyer somewhat determines his/her purchase.
4) Analyzes peer pressure involved in customer's buying.
5) Handles individual differences in customers.
6) Helps customer to choose styles which are attractive.
7) Helps customer to choose colors which are flattering.
8) Combines colors which are pleasing.
9) Differentiates between basic apparel styles.
10) Suggests colors suitable to figure types.
11) Assists customers in selections suitable for their age.
12) Assists customer in selections suitable for their personalities.
13) Aids customers in coordinating apparel.

FOCUS: Garment Care

OBJECTIVE: When confronted by a customer with a specific garment in mind and questioned about the care of said garment, the student can identify:
a) washing features
b) drying features
c) drycleaning features
d) travel features
e) overall ease of care
to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Have the students identify the major textile fibers and list in their notebooks the properties of each fiber.

B. Have students interview consumers asking them the fiber content they prefer to buy and the reason why. Also include in the interview the cleaning method preferred by the consumer.

C. Using the merchandise lab and samples of selected fiber contents, the students will conduct an experiment by washing and drying the samples. The students will then rate the samples for the amount of wrinkling incurred by comparison.

D. Invite the manager of a drycleaning firm to speak to the class about the method used to dryclean garments and the cost of dry-cleaning.

E. In the merchandise lab, have students perform the Monsanto Wrinkle Recovery test on the selected fiber contents. If the Monsanto Wrinkle Recovery test is not available, devise a test method. This test can be run using fabrics with different finishes.

F. Give the students hypothetical situations and have them choose the best fiber content and finishes for the situation. Require that students support their answers.

Competencies that may be developed in this section include:

1) Points out hidden values of merchandise.
2) Translates product information.

3) Identifies the relationship between fiber properties, fabric types and end-product requirements.
4) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
5) Helps customer select a garment for best durability.
6) Conveys fabric qualities in layman's language.
7) Uses technical language when necessary
8) Interprets features of a product in terms of benefit to customers.
9) Translates merchandise label information to the customer.
10) Recognizes that garment care is directly related to fiber content and finishes applied to the garment.
11) Explains care procedures for non-textile products.
12) Relates garment care to fabric content.

FOCUS: Merchandise Information

OBJECTIVE: When asked to recall sources of product information, the student will be able to identify all of the following:
a) merchandise labels and tags
b) literature supplied by the manufacturer
c) fashion magazines (by name)
d) trade magazines (by name)

SUGGESTED LEARNING ACTIVITIES:

A. Bring to class a collection of merchandise labels and tags. Have the students summarize on a chart the types of information which is available on the labels and tags.

B. Have the students read current fashion magazines, trade magazines, and literature supplied by the manufacturer available in the school library.

C. Devise situations where customers can ask questions of the salesperson which will demand product knowledge. The class can divide into teams and have a contest using these questions and recording the score.

D. If the cooperative method is used, ask students to reflect on their experiences with customers who inquiries demand recall of sources of product information.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Points out hidden values of merchandise.
3) Uses technical language when necessary.
4) Utilizes merchandise information to best advantage.
5) Translates merchandise label information to the customer.
6) Reads manufacturer's supplied information.
7) Reviews trade and business journals and publications for product knowledge.

FOCUS: Merchandise Information

OBJECTIVE: When asked to recall the names of clothing manufacturers, the student will be able to name the manufacturers and the size ranges of their clothing lines carried by given retailer(s).

SUGGESTED LEARNING ACTIVITIES:

A. On a chart have the students list the names of lines of clothing broken into two groups - misses and juniors or men and boys.

B. In one community several stores carry the same lines of clothing. Have the students complete a survey of the major retail stores in the local community and list the lines of merchandise each store carries in both misses and juniors or men and boys. Identify and compare the stores which carry the same lines.

C. The student learner will list the size range of each line the clothing retailer carries. From the students' experience as salespersons, identify the lines which run larger or smaller than other lines.

D. Through a survey of consumers, the student will determine the percent of individuals who buy clothing by brand name only. Discuss how this would influence the knowledge that a salesperson needs to know.

Competencies that bay be developed in this section include:

1) Analyzes available resources and characteristics of individual manufacturing firms.
2) Suggests a substitute for unavailable merchandise.
3) Analyzes the fitting problems of the customer.
4) Helps customers with sizing.
5) Identifies different size range of apparel products.
6) Recognizes common names of fabrics.

FOCUS: Merchandise Information

OBJECTIVE: Placed in a simulated or actual retail setting, the student will be able to answer customer's questions concerning:
a) durability of the merchandise
b) features of the merchandise
c) stress points of the garment
d) wearability features
e) fashion features
with accurate and factual information to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Prepare an assignment where each student brings in one article of clothing. The student gives a short presentation pointing out the features of the garment which make it both durable and fashionable.

B. Assign students to read a minimum of five fashion magazines and then prepare a list of fashion features for the coming season. A picture of each feature is shown to emphasize the fashion.

C. Invite individuals to the class to identify durability features needed for a young child, athlete, construction worker, and teacher.

D. Have students investigate charts available from manufacturers showing durability features. The student will list construction techniques which aid in promoting durability.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Handles individual differences in customers.
3) Points out hidden values of merchandise.
4) Translates product information.
5) Identifies the relationship between fiber properties, fabric types and end-product requirements.
6) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
7) Helps customer select a garment for best durability.
8) Conveys fabric qualities in layman's language.

9) Conveys basic knowledge of both garments and accessory items.
10) Uses technical language when necessary.
11) Uses merchandise terminology.
12) Utilizes merchandise information to best advantage.
13) Interprets guarantees and directions to the customer.
14) Translates merchandise label information to the customer.
15) Relates the appropriate care of the garment.
16) Builds a sales talk around merchandise selling features.
17) Identifies good construction qualities of apparel products.
18) Interprets features of a product in terms of benefit to customers.
19) Relates garment care to fabric content.
20) Explains care procedures for non-textile products.
21) Explains construction features which lead to greater durability.

FOCUS: Merchandise Information

OBJECTIVE: When approached by a customer with specific questions about merchandise, the student will answer those questions accurately, adequately and to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. The class members will write short scripts concerning anticipated customers questions about merchandise. The members will take turns playing the roles. The students will critique each others answers.

B. Utilizing the retail experience of the students in class, ask these students to share some experiences they have encountered in working with customers and the selection of merchandise.

C. Assume that a customer has asked a question to which the salesperson does not know the answer. Identify several satisfactory answers which might be given.

D. If you were approached by a customer with a specific question about the merchandise and you feel that the product has been mislabeled, identify the avoidable alternatives.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Points out hidden values of merchandise.
3) Translates product information.
4) Identifies the relationship between fiber properties, fabric types and end-product requirements.
5) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
6) Helps customer select a garment for best durability.
7) Conveys fabric qualities in layman's language.
8) Conveys basic knowledge of both garments and accessory items.
9) Uses technical language when necessary.
10) Uses merchandise terminology.
11) Utilizes merchandise information to best advantage.
12) Interprets guarantees and directions to the customer.
13) Translates merchandise label information to the customer.
14) Relates the appropriate care of the garment.
15) Builds a sales talk around merchandise selling features.

16) Identifies good construction qualities of apparel products.
17) Interprets features of a product in terms of benefit to customers.
18) Relates garment care to fabric content.
19) Explains care procedures for non-textile products.

FOCUS: Merchandise Knowledge

OBJECTIVE: When approached by a customer to interpret the label and/or hangtag, the student learner translates the information to the satisfaction of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. Have the students write questions which the consumer might ask concerning information on the hangtags and/or labels. The students can then divide into teams and have a contest by recording the number of right answers per team.

B. The students can participate in customer-salesperson interaction with the above devised questions. Other members in the class can be asked to agree or disagree with the answers given and support their reaction.

C. Conduct a short survey, which the students prepare, to interpret the label and/or hangtag knowledge of the average consumer.

D. On large poster board have students make examples of clothing labels to use in a short presentation they will devise to use in a store meeting designed to inform other employees of information available on a label.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Points out hidden values of merchandise.
3) Translates product information.
4) Identifies the relationship between fiber properties, fabric types and end-product requirements.
5) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
6) Helps customer select a garment for best durability.
7) Conveys fabric qualities in layman's language.
8) Conveys basic knowledge of both garments and accessory items.
9) Uses technical language when necessary.
10) Uses merchandise terminology.
11) Utilizes merchandise information to best advantage.
12) Interprets guarantees and directions to the customer.
13) Translates merchandise label information to the customer.

14) Relates the appropriate care of the garment.
15) Builds a sales talk around merchandise selling features.
16) Interprets features of a product in terms of benefit to customers.
17) Relates garment care to fabric content.
18) Explains care procedures for non-textile products.

FOCUS: Merchandise Product Knowledge

OBJECTIVE: When asked to recall fabric characteristics as they relate to appearance, hand, expected performance, and end-product use, the learner will identify the characteristics to the satisfaction of the customer and retailer.

SUGGESTED LEARNING ACTIVITIES:

A. Have students collect samples of all of the fabric construction methods identified in class. The students will mount these samples in their notebooks and accurately label each sample.

B. Using the appropriate laboratory methods, each student will test fabric samples of various fabric constructions and analyze the wrinkle resistency and wrinkle recovery of the samples. Ask students to list the fabric samples by wrinkle resistency and wrinkle recovery.

C. Review the merchandise items carried by retail stores by listing the most common items along with their fabric construction, color, fabric finishes, and hand quality. List reasons why customers choose to buy these items.

D. Conduct a survey of customers to determine if the hand of a garment is taken into consideration when shopping for merchandise items.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Points out hidden values of merchandise.
3) Translates product information.
4) Identifies the relationship between fiber properties, fabric types and end-product requirements.
5) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
6) Helps customer select a garment for best durability.
7) Conveys fabric qualities in layman's language.
8) Conveys basic knowledge of both garments and accessory items.
9) Uses technical language when necessary.
10) Uses merchandise terminology.
11) Utilizes merchandise information to best advantage.
12) Interprets guarantees and directions to the customer.

13) Translates merchandise label information to the customer.
14) Relates the appropriate care of the garment.
15) Builds a sales talk around merchandise selling features.
16) Interprets features of a product in terms of benefit to customers.
17) Relates garment care to fabric content.
18) Explains care procedures for non-textile products.
19) Identifies good construction qualities of apparel products.

FOCUS: Merchandise Product Knowledge

OBJECTIVE: When asked to recall information regarding fiber content, fabric construction, and fabric type and their influence on the end products, the learner will provide this information to the satisfaction of the customer and the retailer.

SUGGESTED LEARNING ACTIVITIES:

A. In the merchandise lab, have the students conduct burning tests on the various fiber contents. Then have the student chart the results in their notebooks and list how this knowledge might be used by both the consumer and the salesperson in a fabric store.

B. In the merchandise lab, using selected fabrics, the students will prepare a set of cards on which fabrics that are most common will be mounted and identified. This set of fabric cards should include both woven fabric and knitted fabric by name.

C. Have the students prepare mini demonstrations to be given for consumers at a shopping mall. The demonstrations will help customers identify fabric construction and the relationship the construction has on the end product.

D. During a buzz session, the students will identify consumer problems or questions which might arise in a fabric store. The students will prepare the appropriate charts to be placed in an actual store for use by the salesperson in helping the consumer. These charts might include a burning identification chart.

Competencies that may be developed in this section include:

1) Handles satisfactorily customer inquiries.
2) Points out hidden values of merchandise.
3) Translates product information.
4) Identifies the relationship between fiber properties, fabric types and end-product requirements.
5) Identifies fabric characteristics as they relate to appearance, hand, expected performance, and end-product use.
6) Helps customer select a garment for best durability.
7) Conveys fabric qualities in layman's language.
8) Conveys basic knowledge of both garments and accessory items.
9) Uses technical language when necessary.
10) Uses merchandise terminology.
11) Utilizes merchandise information to best advantage.
12) Interprets guarantees and directions to the customer.
13) Translates merchandise label information to the customer.

14) Relates the appropriate care of the garment.
15) Builds a sales talk around merchandise selling features.
16) Interprets features of a product in terms of benefit to customers.
17) Relates garment care to fabric content.
18) Explains care procedures for non-textile products.
19) Identifies good construction qualities of apparel products.

FOCUS: Fashion Knowledge

OBJECTIVE: Placed in a simulated or on-the-job training situation, the student will demonstrate knowledge of the principles of design and art elements by assisting each of the following in the selection of an appropriate attire:
a) young child
b) teenager
c) college student
d) a female college professor
e) a male business executive
with acceptable performance being determined by customer satisfaction.

SUGGESTED LEARNING ACTIVITIES:

A. The teacher will give each student a hypothetical individual for whom they will select a seasonal wardrobe. Both the principles of design and art elements must be taken into consideration in the selection.

B. In their notebook, the student will identify the principles of design and art elements. Examples of each will be cut out of fashion magazines and mounted in the notebook.

C. In a brainstorming session, the students will identify how the five individuals listed above will utilize the principles of design and art elements to the best advantage.

D. Prepare situations in which a customer needs an accessory to match an ensemble. The learner will identify the principle of design or art element used to help select the accessory article.

Competencies that may be developed in this section include:

1) Analyzes customer needs.
2) Recognizes that the age of the buyer somewhat determines his/her purchase.
3) Handles satisfactorily customer inquiries.
4) Suggests related items to customers.
5) Helps customer to choose styles which are attractive.
6) Helps customer to choose colors which are flattering.
7) Evaluates fashion products by principles of design.
8) Recognizes the role color plays in the customer's acceptance of merchandise.

FOCUS: Accessorizing

OBJECTIVE: Using both simulated and actual situations, the student will suggest and demonstrate current fashion accessories consistent with the desires of the customer.

SUGGESTED LEARNING ACTIVITIES:

A. After surveying fashion magazines, the student will share with class members current fashion accessories. Pictures of the fashion accessories will be mounted on the class bulletin board.

B. Select five of the mountings in activity A. Survey the school's student members and determine the number who have heard or seen the accessories and the number who are wearing the fashion accessories.

C. Ask students to observe fashion displays for current fashion accessories. Using the same five chosen above, identify by count the number of times they were used in displays.

D. Using the class as models, current fashion accessories will be demonstrated on each other by the class members.

Competencies that may be developed in this section include:

1) Analyzes customer needs.
2) Recognizes that the age of the buyer somewhat determines his/her purchase.
3) Demonstrates merchandise to customer.
4) Handles satisfactorily customer inquiries.
5) Suggests related items to customers.
6) Helps customer to choose styles which are attractive.
7) Helps customer to choose colors which are flattering.
8) Combines colors which are pleasing.
9) Helps customer accessorize.

FOCUS: Alterations

OBJECTIVE: Using both pictures and slides of garments which fit poorly, the student will identify the fitting problem and then be able to identify the cause of the fitting problem for a person with the following figure characteristics:

a) long arms and legs
b) short arms and legs
c) rounded shoulders
d) sloping shoulders
e) square shoulders
f) broad shoulders
g) straight back
h) large bust
i) low bust
j) high bust
k) long torso
l) short torso

SUGGESTED LEARNING ACTIVITIES:

A. Using the five piece muslin method, the student will fit the muslin to their own body. In addition the student will observe the execution of the other members of the class.

B. Using pictures such as those in the Vogue Fitting and Alteration Book, the student will identify the fitting problems which are present in the classroom.

C. Ask students to observe people who have fitting problems. After sketching five fitting problems, the student will return to class with the problems identified.

D. The teacher will prepare alteration problems for the students to identify using the designated technique.

Competencies that may be developed in this section include:

1) Arranges for alterations.
2) Analyzes the fitting problems of the customer.
3) Pins garment alterations.
4) Identifies good construction qualities of apparel products.

5) Notes the proper alteration to lower the color.
6) Notes the proper alteration to widen or narrow the shoulders and back width.
7) Notes the proper alteration to lengthen or shorten the crotch length.
8) Notes the proper alteration to shorten/lengthen skirts, sleeves, waist, and pant measurements.

FOCUS: Fashion Show

OBJECTIVE: When placed in an actual or simulated situation, the student will help the fashion coordinator prepare for a fashion show following the instructions of the fashion coordinator.

SUGGESTED LEARNING ACTIVITIES:

A. In a brainstorming session have the students identify and list the various components necessary to present a fashion show.

B. Attend a fashion show with the students. In their notebooks the students should record good and bad features of the fashion show.

C. The students in the class will present a fashion show to the entire student body of the school. The class will select the outfits to be modeled, write the script, and prepare all other aspects of the fashion show.

D. Invite a fashion coordinator to the class to tell what it is like to put on a fashion show.

Competencies that may be developed in this section include:

1) Helps models select garments.
2) Alters and prepares garments for fashion show.
3) Helps models dress.
4) Returns garments to proper place in store after the style show.

SOURCE MATERIALS

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM FEDERAL AGENCIES

APPAREL AND ACCESSORIES FOR WOMEN, MISSES AND CHILDREN. Student Pamphlet, 1965, 19 pages, Free.
This pamphlet has been prepared for those persons interested in any phase of this industry. It describes and gives references pertaining to advertising, Better Business Bureau rulings, distribution of products, fabrics, fashions, etc.
Available from:
Small Business Administration
U.S. Government Printing Office
Washington, D.C. 20402

CARE LABELS. Student Reference Pamphlet, 7 pages, Free.
This pamphlet is aimed at use with low income, low-reading-level adults. The information is short and simple and could be most helpful as an introductory pamphlet leading to a more thorough presentation. Also included in the pamphlet is a listing of products not covered by the FTC rule.
Available from:
Federal Trade Commission
Washington, D.C. 20402

FIBERS AND FABRICS. Teacher Reference, 1970, 28 pages, 65¢.
This clear and concise booklet offers practical information covering the four natural fibers and fifteen man-made fibers. Each fiber is listed individually with some brief comments on its characteristics. Following the comments is a factual chart listing properties, care, uses, and trademarks of each specific fiber. A glossary of common terms adds to the usefulness of the booklet. An understanding of fibers and fabrics is necessary for consumer decisions.
Authored by: Josephine M. Blanford and Lois M. Gurel.
Available from:
Government Printing Office
Washington, D.C. 20402

FOOTWEAR. Teacher Booklet, 1965, 16 pages, Free.
A bibliography of references dealing with the footwear industry. A general summary of the industry and its requirements is given preceding the actual bibliography of materials dealing with the field.
Available from:
Small Business Administration
U.S. Government Printing Office
Washington, D.C. 20402

JEWELRY RETAILING. Student Bulletin, 1956, 12 pages, Free.
This bulletin has been prepared for the experienced retail jeweler as well as the individual who has recently entered the trade.
Available from:
Small Business Administration
U.S. Government Printing Office
Washington, D.C 20402

JEWELRY RETAILING. Student Material, 1965, 8 pages, Free.
The document includes: jewelry retailing, and a bibliography.
Available from:
Small Business Administration
437 Federal Building
219 S. Dearborn Street
Chicago, IL 60604

LOOK FOR THAT LABEL. Teacher Reference, 1971, 6 pages, Single Copy Free.
A warning to the consumer, this pamphlet introduces the law requiring labels giving specific information concerning fiber content. An explanation of the Wool Products Labeling Act, The Fur Products Labeling Act, and The Textile Fiber Products Identification Act contribute to the value of the pamphlet as a teacher reference.
Available from:
Federal Trade Commission
Government Printing Office
Washington, D.C. 20402

MEN'S AND BOYS' CLOTHING. Teacher Book, 1965, 11 pages, Free.
This bibliography is a compilation of basic sources of information. It attempts to meet the requirement of merchandise information and includes material on the management level dealing with the areas of change in this field.
Available from:
Small Business Administration
U.S. Government Printing Office
Washington, D.C. 20402

MEN'S AND BOYS' WEAR STORES. Student Material, 1968, 8 pages, Free.
The document contents include: Men's wear stores, boy's wear stores, and a bibliography.
Available from:
Small Business Administration
437 Federal Building
219 S. Dearborn Street
Chicago, IL 60604

SOAPS AND DETERGENTS FOR HOME LAUNDERING. Student Reference Pamphlet, 1973, 8 pages, 25¢.
The characteristics of soaps and detergents and how they react in water to provide cleaning power are included. There is a partial list of brands available for light duty soaps and detergents, and for heavy duty soaps and detergents. Some problems of washing in hard water and the possible need to soften are offered. Ingredients of soaps and detergents are listed and the purpose of each one given to help the consumer make intelligent selections of soaps and detergents.
Available from:
U.S. Department of Agriculture
Agricultural Research Service
Southern Marketing and Nutrition Research Division
U.S. Government Printing Office
Washington, D.C. 20402

WOMEN'S ATTITUDES TOWARD COTTON AND OTHER FIBERS USED IN WEARING APPAREL.
Student Material, 1968, 106 pages, 60¢.
The document contents include: Women's attitudes, cotton, fibers, and wearing apparel. 0100-0911
Available from:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

(all orders must be prepaid, use the eight digit number when ordering)

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM STATE EDUCATION AGENCIES

THE ART OF SEWING: Student Book, 1970, 248 pages, $2.50.
A basic but thorough book, presenting material covered normally in a vocational sewing curriculum. The range and content of this text is indicated by the titles of the eleven units: Basic Information, Hand-sewing, Stitches, Seams, Hems, Bias Binding, Facings, Inserts and Appliques, Buttonholes, Pockets, and Plackets. All new information is illustrated. There are assignments at the end of each lesson.
Authored by: Yvonne M. Hillinger
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

AS YOU BUY CLOTHING, Circular 1045. Student Reference Pamphlet, 1971, 23 pages, Free.
A guide to how and where to buy clothing for the family, this pamphlet is clear and concise. Advertising, credit and consumer store relationships are included for a better understanding of the concerns in the market place.
Authored by: Marjorie Mead and Dorothy Goss.
Available from:
Agricultural Publications
Cooperative Extension Service
University of Illinois
Urbana, IL

(May also be available from county extension offices in Illinois).

BASIC FASHION TRAINING. Student Booklet, 1969, 76 pages.
Introduction to fashion, fabrics, color, basic figure types, and knowledge of design-line-form are some of the topics covered.
Available from:
Texas Education Agency and
The University of Texas
Austin, TX

BASIC FASHION TRAINING. Teacher Manual, 1969 (Reprint), 82 pages, mimeo, $3.50.
Each teaching unit contains a bibliography of references to be read by the teacher to prepare for teaching the material. Current fashion ideas should be utilized using the manual as a guide to approaches to the subject matter. Topics covered include fashions, fabrics, color, basic figure types, and design.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

BUYING CLOTHING, SERIES. Student Reference Pamphlet, 1971, 3 pages, 3¢ each.
This series of nine pamphlets provides clear, accurate, unbiased, brief, and well organized information for the consumer. The nine topics discussed are: Care Instructions, Buying Family Clothing, Men's Clothing Sizes, How Clothes Should be Made, Fibers and Fabrics, Children's Clothing Sizes, Women's Clothing Sizes, Labels Give Information, and Special Finishes. The print in two of the pamphlets is very small to conserve space. The topic package idea should be useful to teachers with a minumum of reading time. It is also designed for low income budgets.
Authored by: Marjorie Mead
Available from:
Home Economics Cooperative Extension Service
University of Illinois
Urbana, IL
(available in Spanish, may also be available from county extension offices in Illinois)

CLOTHES AND YOU: LINE AND PROPORTION. Teacher Film, 11 minutes, $2.00 rental.
This film shows a high school class considering how to select clothes: how to analyze body type and good features, the importance of line on width and height, proportion and skirt length, and choosing the right accessories.
Available from:
Coronet
c/o Film Library
New York State College of Home Economics
Roberts Hall
Cornell University
Ithaca, NY 14850

CLOTHING AND TEXTILES. Instructor's Guide, 104 pages, $4.00.
The CLOTHING AND TEXTILES Instructor's Guide is designed for students with a basic background in clothing construction and textiles. Areas included within the guide are: 1. wardrobe planning; 2. clothing construction; 3. creative clothing; 4. personal and family clothing; and 5. advanced construction techniques and coutourier touches. The guide includes evaluation devices, transparency masters, individual study lessons and an extensive bibliography and resource listing to assist teachers in identifying and providing students with a variety of learning experiences.

Authored by: Pamela Cansler and Audrey Eberlin
Available from:
Amon Herd, Director
Instructional Materials Laboratory
8 Industrial Education
Columbia, MO 65201

FASHION FABRICS - PART 1. Student Book, 1973, 174 pages, $4.00.
This book is the first part of a 2-part series that is an integrated text and student workbook. It covers related textile science and background information on virtually all aspects of wearing-apparel fabrics. Topics include buying and sewing tips, composition of matter and of textile fibers, yarns, etc. Numerous charts, lists and tests. This book is well illustrated throughout.
Authored by: Marie McDonnell
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

FASHION FABRICS - PART 2. Student Book, 1973, 214 pages, $4.00.
This book is part 2 of a two-book series designed to function as an integrated text and student workbook. It provides background and related information on textile science. Virtually all aspects of wearing-apparel fabrics are covered. Student "hands-on" activities are suggested. Topics covered and illustrated include yarns, weaving, nonwoven fabric construction, fabric finishes, evaluating and fabrics. An equipment and materials list, sources, and bibliography finish this second part.
Authored by: Marie McDonnell
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

FASHION JEWELRY. Student's Manual, 1967, 140 pages, priced in the kit.
This manual is for those persons who have an interest in what is called fashion jewelry--a complex business that is conceived with design, production, and distribution of the jewelry of today and tomorrow. There are 23 assignments with illustrations, information, questions, and projects.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

FASHION MERCHANDISING. Teacher Book, 1969, 57 pages, Free.
Contains lessons on how to sell fashion, color, design, textiles and other aspects of fashion merchandising.
Available from:
University of New York
Albany, NY

FASHION MERCHANDISING CURRICULUM GUIDE. Teacher's Guide, 1973, 100 pages, $3.25.
This curriculum guide is designed to supplement teaching materials and techniques in the teaching of a one year distributive education specialty program in fashion merchandising to twelfth grade students. It covers the broad areas of the nature of fashion, the producers of fashion apparel, retail distributors of fashion, buying and selling fashion merchandise, and promotion of fashion.
Available from:
Vocational Education Media Center
109 Freeman Hall
Clemson University
Clemson, SC 29631

FIBERS AND FABRICS. Student Book, 1967, 275 pages, $5.50.
Product specifications and information on all natural and many of the synthetic fibers; also includes finishes, care, construction, weaves, and uses of fabrics.
Available from:
Instructional Materials Services
Division of Extension
University of Texas
Austin, TX 78712

FIBERS AND FABRICS. Student's Workbook, (Cooperative Training) 1967, 288 pages, $5.50.
This instructional manual and workbook uses the generic names of fibers to provide instruction for high school and junior college distributive education students. In addition to an introduction covering five assignments, the manual contains sections entitled: From Fiber to Finished Product, Natural Fibers, and Man-made Fibers. The section containing a glossary of fabric names will be helpful to the student.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

FIBERS AND FABRICS ANSWER BOOK. Teacher's Guide, 1967, 100 pages, $3.00.
The answer book provides the needed information to assess student performance in the 51 assignments contained in the student workbook.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

JEWELRY. Student's and Teacher's Manuals, (Cooperative Training.) 1967, $30.00 for the kit.
This kit contains six assignment books and a set of references to be used as resource material by the student. There is an answer book for use by the teacher that parallels each student's assignment book.

Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

JEWELRY SALES TRAINING KIT. Student Material, 1968, 12 books, $30.00.
Contains six manuals entitled Watches and Clocks, Precious Gems and Metals, Fashion Jewelry, Flatware and Holloware, Crystal, China, and Giftware, and The Jewelry Store of Today. Everything a jewelry salesman needs to know about his products and how to sell them.
Available from:
Instructional Materials Services
Division of Extension
University of Texas
Austin, TX 78712

THE JEWELRY STORE OF TODAY. Student's Manual, 1967, 127 pages, Priced in Kit.
This manual contains 16 assignments with illustrations and information beginning with the history of jewelry as an ancient are and moving through career opportunities in the store of tomorrow.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

LEARNING TO SEW - PART I. Student Pamphlet, 1970, 156 pages, $2.50.
This is the first part of a two-part series that is a very basic introduction to sewing. The lessons include illustrations and descriptions of the basic processes. There is no assumption that the reader has mastered the vocabulary and basic sewing skills. The ten units in Part I present information about hand tools, measurement stitches, sewing machine adjustments, machine care and use of the machine in sewing seams. Assignments and vocabulary sections are provided in the back of the book for the slower student.
Authored by: Mary Funari
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

LEARNING TO SEW - PART II. Student Pamphlet, 1970, 194 pages, $2.50.
This is the second part of a two-part series that is a very basic introduction to sewing. The lessons include illustrations and descriptions of the basic processes. Designed for use in a school for the deaf, there is no assumption that the student has mastered vocabulary or basic sewing skills. Part II contains the last seven units of the text. Topics covered are seam finishes, hemming stitches, suggested projects, commercial patterns, common and special construction skills, and serving equipment. Assignments and vocabulary sections are provided in the back of the book.

Authored by: Mary Funari
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

MAN-MADE FIBERS. Student Movie, 15 minutes, $1.50 rental.
A 16 mm movie that traces the way modern synthetic fibers are manufactured, and "how this industry has been able to develop and produce better fibers and fabrics for man's use."
Available from:
Industry on Parade Series, National Association of Manufacturing
c/o Film Library
New York State College of Home Economics
Roberts Hall Cornell University
Ithaca, NY 14850

MATHEMATICS I - NEEDLE TRADES. Student Book, 1960, $2.50.
Utilizing tasks found in the needle trade, this book teaches general mathematics. Whole numbers are taught using estimating and billing. Ratios are taught with fullness and allowance problems. General mathematics units are included that follow the same approach and cover such areas as fractions, measurements, decimals, percentages, and geometric forms. Also included is a unit on account keeping. There is an achievement test at the end of each unit and a trial examination at the back of the book.
Authored by: Antoinette J. Colicchio
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

MEN'S FURNISHINGS. Student's Resource. (Cooperative Training.) 1969, 179 pages, $5.00.
The manual is written for the student-trainee and is a companion to Men's Wear. Men's Furnishings contains 24 assignments covering the selling of the various furnishings men wear. A helpful bibliography is included. An answer book is available for use by the teacher in assessing trainee comprehension.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

MEN'S FURNISHINGS. Teacher Book, 1971, 148 pages, $3.00.
A course in men's clothing designed to give a salesman background on specific styles of items currently in fashion for men including their important features and necessary know-how for fit.
Available from:
D.E. Materials Lab
1885 Neil Avenue
115 Townshend Hall
Columbus, OH 43210

MEN'S FURNISHINGS ANSWER BOOK. Teacher's Guide, 1969, 49 pages, $2.50.
The answer book provides the information needed by the teacher in evaluating student understanding of the course content.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

MEN'S WEAR. Student's Manual, (Cooperative Training), 1970, 95 pages, $3.00.
The manual is geared to selling the newer type men's wear. There are 18 assignments that range from such topics as personal characteristics and grooming to tips for successful selling. An answer book is available to aid teachers in evaluating student learning.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

MEN'S WEAR ANSWER BOOK. Teacher's Guide, 1970, 28 pages, $2.50.
This answer book parallels the student manual and provides answers to questions in the assignments as well as clues to suitable completion of the assigned projects.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

MENSWEAR. Student Book, 1970, 95 pages, $6.00.
Product and selling information related to men's fashions, including fabrics, weaves, construction features, styling details, fitting, alterations, sportswear, outerwear, and formal wear.
Available from:
Instructional Materials Services
Division of Extension
University of Texas
Austin, TX 78712

MERCHANDISING MATHEMATICS. Student Booklet, 1969, 237 pages, $3.50.
Arranged in a T-form outline, this teaching unit is divided into two major sections: Section I-Mathematics for the Merchandising Trainee-is complete in itself and covers the basic information needed by high school students. Specific topics included in Section I are: 1. Uses of Mathematics In Merchandising; 2. Determining the Buying Terms; 3. Inventory and Stock Control; 4. Stock Turnover and Stock Sales Ratio; 5. Pricing For Profit; 6. Markup; 7. Markdown; and 8. Trends in Merchandising Management-involves somewhat more complex topics and is designed to familarize students with the merchandise plan, the income statement, and the balance sheet. Included at the end of each topic are a summary sheet, defined terms, assignments, projects, and a list of

references. Also included with the unit are several actual transparencies and complete bibliography.
Available from: Harry Smith, Director of Public Information and Publications
State Department of Education
P.O. Box 6-Q
Richmond, Virginia 23216

POWER SEWING. Student Book, 1971, 261 pages, $3.00.
This is a basic, well illustrated text describing sewing machines, threading, adjustments, stitches and manipulation of materials. Good for students with severe reading difficulties, all new words are presented in a vocabulary section. Originally written for deaf students, care is taken to minimuze the need for communication skills on the part of the student while at the same time not diluting content material.
Authored by: Yvonne M. Hillinger
Available from:
Vocational-Technical Curriculum Laboratory
Building 4103 - Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

PRECIOUS GEMS AND METALS. Student's Manual, 1967, 188 pages, Priced in the Kit.
The study of precious jewelry is interwoven with other subjects such as history, mythology, archaeology, chemistry, physics, and metallurgy as well as art, design, and sculpture. The 22 assignments cover these as well as the selling techniques used in this occupational area.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

SHOE RETAILING. Individual Instruction, 1970, 73 pages, $2.50.
This study guide was prepared to aid students in cooperative education classes in learning technical and related information necessary for success in shoe retailing. There are 19 assignment sheets included. This material is referenced to the Shoe Kit available for the University of Texas.
Send requests for 1976-77 price list and order form to:
Amon Herd, Director
Instructional Materials Laboratory
8 Industrial Education Building
University of Missouri-Columbia
Columbia, Missouri 65201

TODAY'S FABRICS. Teacher Reference, 1971, Free.
In a very comprehensible way, some basic textile information is outlined. A garment's durability, serviceability, and care depends upon the fiber content, fabric construction, fabric finish, and garment construction. This booklet covers all of those topics in a clear and concise manner.

Also included are some helpful guidelines to follow concerning laundry procedure and drycleaning. This information could help consumers lengthen serviceability from clothing items.
Authored by: Marjorie Mead
Available from:
Agricultural Publications
Cooperative Extension Service
University of Illinois
Urbana, IL

(May also be available from county extension offices in Illinois.)

WOMEN'S ACCESSORIES. Student's Manual, (Cooperative Training), 1969, 128 pages, $12.50 for the Kit.
This manual was developed to provide individual instruction for high school and junior college students who plan a career in selling women's accessories. Daily on-the-job experiences of the student are to be correlated with the assignments by the teacher-coordinator. There are 35 assignments with questions and projects available to provide evidences of student comprehension of the content presented in the course. A student's manual, a teacher's answer book, and several available informational pamphlets dealing with gloves, hosiery, scarfs, and handbags comprise the kit.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

WOMEN'S ACCESSORIES ANSWER BOOK. Teacher's Guide, 1969, 53 pages, Priced with the Kit.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

WOMEN'S READY-TO-WEAR, 1970. Student Book, 1970, 167 pages, $6.50.
Sales and merchandise information related to fashions, fabrics, and quality features that make selling an art rather than routine duty.
Available from:
Instructional Materials Services
Division of Extension
University of Texas
Austin, TX 78712

WOMEN'S READY-TO-WEAR. Student Manual, (Cooperative Training), 1970, 167 pages, $6.50.
The manual is made up of four parts including merchandise information, stockkeeping, selling ready-to-wear, and fibers and fabrics. It contains 24 assignments which contain information and questions to be completed.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

WOMEN'S READY-TO-WEAR ANSWER BOOK. Teacher's Manual, 1970, 53 pages, $2.50.
This manual contains material to be used in evaluating learning and development as evidenced through completion of certain projects and answering prescribed questions in the student's manual.
Available from:
(A&M) Vocational Instructional Services Center
F.E. Box 182
Texas A&M University
College Station, Texas 77843

YOUR I. Q. IN CLOTHING. Student Reference Pamphlet, 1972, 6 pages, 5¢ each.
The importance of construction methods and quality of workmanship in clothing, whether homemade or ready made, is stressed. Checking the fit while standing, sitting, and walking is advised before the consumer purchases a garment.
Authored by: Marjorie Mead
Available from:
Agricultural Publications
Cooperative Extension Service
University of Illinois
Urbana, IL

(Pamphlet may also be available from county extension offices in Illinois)

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM INDUSTRIES

ABOUT CARE AND KODEL. Student Pamphlet, 6 pages.
A review of factors involved in the production and use of merchandise made with this fiber.
Available from:
Educational Department
Eastmen Chemical Products, Inc.
260 Madison Avenue
New York, NY 10016

THE ANATOMY OF A SALE. Teacher Guide, Filmstrip, Record, Student Manual, 1972, $5.00.
Filmstrip and record provide insight into the sales techniques used in the retailing industry.
Available from:
Sears, Roebuck and Company

ARNEL. Student Pamphlet, 3 pages.
Briefly reports on this fiber's features. Details what Arnel looks like in different forms, how it is made, and how to take care of it.
Available from:
Celanese Fibers Co.
522 Fifth Avenue
New York, NY 10036

BUYING CLOTHES WISELY. Student Pamphlet, 4 pages.
Draws attention to the merits of wool. Describes quality, tells you to look for such extras as mothproofing, and consider how much it will cost to take care of. Gives directions for pressing wool using a cotton-lined wool press cloth.
Available from:
Home Economics Department
Pendleton Woolen Mills
218 S. W. Jefferson Street
Portland, OR 97201

CASH BUYING PLAN FOR CHILDREN'S CLOTHES. Student Reference Pamphlet, 1973, 14 pages, 25¢.
Planning ahead for children's clothing to satisfy future needs and wants is stressed. Some helpful guidelines on how, why, and where to shop are listed. An outline of desirable characteristics for children's clothes offers some valuable information. A sample replacement list of clothing, depending upon either outgrowing or wearing out a garment, helps one predict future needs.
Available from:
Sears, Roebuck and Company
LaGrange, IL

CELANESE ACETATE. Student Pamphlet, 3 pages.
Outlines the fiber's advantages, tells how it is made from trees, and describes its wide range of uses in knits, lingeries, and home furnishings. Also specifies how to wash and iron fabrics containing acetate.
Available from:
Celanese Fibers Co.
552 Fifth Avenue
New York, NY 10036

CELANESE ON YOUR SALES FORCE. Student Booklet, 35 pages.
Introduces the textures, patterns, performance qualities, colors, clothing and home furnishing fashions made of the company's synthetic fabrics. Describes consumer education activities, such as a fabric library where designers, manufacturers, editors, and retailers can preview next season's fashions and fabrics, performance tests and identification, and staff members who can be consulted on special problems.
Available from:
Advertising Department
Celanese Fibers Co.
522 Fifth Avenue
New York, NY 10036

CHEMSTRAND CORPORATION HAS A WAY WITH NYLON. Student Pamphlet, 11 pages.
Tells how fabrics were developed, made, and are used in light and heavy upholstery, camping clothes, car seat covers, carpets, stretch fabrics for sportswear, and silklike fabrics used by high-fashion designers. Describes the company's plant and how nylon is controlled automatically during spinning and drawing "to produce unifor denier and unbroken yarn." Illustrates nylon used in Monsanto's Plastic Home of the Future.

Available from:
Chemstrand Corp.
350 Fifth Avenue
New York, NY 10001

CHROMSON ACETATE: ESTRON ACETATE. Student Pamphlet, 4 pages.
Describes properties of these man-made fibers.
Available from:
Education Department
Eastman Chemical Products, Inc.
260 Madison Avenue
New York, NY 10016

COLOR FOR JOY. Teacher Movie, 15 minutes.
A movie that gives step-by-step techniques on dyeing with color. Teacher's guide and student booklets are also available.
Available from:
Rit Dye Corn Products Co.
Order from Association Films, Inc.
600 Madison Avenue
New York, NY

CONSUMER BUYING GUIDES. Teacher Pamphlet, 5¢.
Gives complete information needed for wise buying for shoes; men's dress shirts, fabrics, foundation garments for teens, swimwear, sweaters, slips, men's and boy's sport coats, gloves, hosiery, young men's slacks.
Available from:
Education & Consumer Relations
J. C. Penney Co.
1401 Avenue of the Americas
New York, NY 10019

A DEFINITE GUIDE TO PERMANENT PRESS. Student Booklet, 20 pages.
Discusses the "technology, processes, and end uses" of this process. Gives "a simple explanation of creases versus wrinkles" and describes in detail the two basic types of permanent press finishes. Answers common questions on the process and promises that from now on "it will have a permanent place in textiles." Lists "the range of end uses for PP fabrics," with examples. Includes a dictionary of terms and shows samples of the manufacturers' guarantee tags on all PP fabrics made with Fortrel.
Available from:
Celanese Fibers Marketing Co.
522 Fifth Avenue
New York, NY 10036

THE DEPENDABLE FIBER. Student Booklet, 12 pages.
Illustrates garments and other uses of Avril: blended with cotton, rayon acrylics, polyesters, or alone.
Available from:
Product Information, Public Relations Dept.
American Viscose Div.
FMC Corp.
1617 John F. Kennedy Boulevard
Philadelphia, PA 19103

A DICTIONARY OF TEXTILE TERMS. Teacher and Student Booklet.
A pocket size compilation of terms in the Language of Textiles that includes a selection of the more basic terms. Also lists textile organizations that aim to improve the textile industry.
Available from:
Dan River Mills Inc.
111 West 40 Street
New York, NY 10018

THE DO'S AND DONT'S OF BRA AND GIRDLE BUYING. Teacher Wall Chart.
A wall chart that illustrates points to consider in fitting undergarments.
Available from:
The Lovable Co.
200 Madison Avenue
New York, NY 10016

FABRIC DICTIONARY. Student Booklet, 6 pages, 5¢.
Shows swatches and describes 73 fabrics from alpaca to voile, telling what each is made of and its use.
Available from:
Educational Dept.
The Butterick Co., Inc.
P.O. Box 1752
Altoona, PA

FACTS ABOUT ZEPEL FABRIC FLUORIDIZER. Student Booklet, 7 pages, Free.
Describes the new finish, how it works, how to recognize it in home furnishings and wearing apparel.
Available from:
E. I. DuPont De Nemours & Co., Inc.
Organic Chemical Department
Dyes and Chemicals Division
Wilmington, DE 19898

THE FACTS SPEAK FOR THEMSELVES. Student Booklet, Free.
Presents information about the Koratron Company's patented process for permanent press fabrics and the quality control program initiated by the company.
Available from:
Marketing Div.
Koratron Co., Inc.
617 Mission Street
San Francisco, CA

FIBER FACTS, 1967-1968. Student Book, Free.
A pocket guide to man-made fibers. Lists them by trademark and describes the merits and uses of nylon, acetate, saran, polyester, etc. Describes the company's fibers, their strength, shrinkage, wrinkle recovery, appearance after tumbling dry, washing, and hanging, resistance to fading, etc., and the test methods used. Includes a denier conversion table, spinning twist calculator, and a glossary of textile terms.
Available from:
American Viscose Div.
FMC Corp.
1617 John F. Kennedy Boulevard
Philadelphia, PA

FIBER PRIMER. Student Pamphlet, 4 pages, Free.
A guide to the new official generic terms in natural and man-made fibers. Defines 17 fibers from acetate to wool: where they come from, how they are made, their trademarks; uses; and features.
Available from:
Fibers Div.
American Cyanamid Co.
111 West 40 Street
New York, NY 10018

FIBERS AND FABRICS. Student Booklet, Free.
Describes 91 natural fibers and the generic names and characteristics of 10 man-made fiber families so you can "judge the kind of performance you'll get from any fabric you buy." Shows an example of each one.
Available from:
Educational Dept.
Vogue Pattern Service
The Butterick Co., Inc.
P. O. Box 1752
Altoona, PA

FIGURE PERFECT. Student Booklet, Free.
A comprehensive guide to selection, wear and care of foundation garments.
Available from:
The Corset and Brassiere Council
180 Madison Avenue
New York, NY 10016

FIGURE TYPES AND HOW THEY DIFFER. Student Poster, 5¢.
Tells how to find your size, choosing from seven types of patterns. Explains that pattern sizes are determined by body measurements, never by age or ready-to-wear clothes. Tells how to measure yourself and diagrams subteen, teen, young junior, junior, miss, woman's and half-size figures.
Available from:
Educational Dept.
Vogue Pattern Service
The Butterick Co., Inc.
P.O. Box 1752
Altoona, PA

FIT IS FUNDAMENTAL TO FASHION. Student Folder, Free.
Helps find your figure type by comparing the measurements for different types of figures. Explains how to measure yourself and shown how to pick your pattern size. Sketches directions for adjusting patterns at waistline, hips, bodice, back, shoulders, and sleeve.
Available from:
Educational Dept.
The Butterick Co., Inc.
P.O. Box 1752
Altoona, PA

FMC FIBERS AND FILMS. Student Movie, 20 minutes.
A 16 mm movie showing rayon, acetate, and cellophane being manufactured and used in clothing, home furnishings, and in industry.
Available from:
Product Information Services, Fibers Operations
American Viscose Div.
FMC Corp.
350 Fifth Avenue
New York, NY 10001

FORUM. Teacher Booklet, $1.00.
Features information developed in depth for teaching purposes. A consumer buying guide inserted in each magazine.
Available from:
Educational & Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, NY 10019

GLOVES--FASHION & ETIQUETT. Student Booklet, 24 pages, Free.
Traces the history of gloves and tells what length of gloves to wear with various kinds of clothes, how to judge workmanship and fit, how to store gloves and how to wash leather gloves. Tells when to leave gloves on and when to take them off, and ways to get children and teenagers to wear gloves.
Available from:
Hansen Glove Corp.
500 Fifth Avenue
New York, NY 10016

HOSIERY INFORMATION. Teacher Material, Free.
A teacher's lesson plan.
Available from:
Burlington Hosiery Co.
Advertising Dept.
666 Fifth Avenue
New York, NY 10019

HOW TO JUDGE VALUE IN RAYON FABRICS. Student Folder.
Describes characteristics and explains the differences between viscose, euprammonium rayons and cellulose acetate rayons. Gives tips on laundering and cleaning rayon.
Available from:
Lit Brothers Department Store
8th & Market Streets
Philadelphia, PA

HOW TO JUDGE VALUE IN WOOLEN FABRICS. Student Folder, Free.
Gives points to remember about quality, characteristics, labels and grades, and describes tests for wool, Includes shrinkage instructions, and tips on care, cleaning and laundering.
Available from:
Lit Brothers Department Store
8th & Market Streets
Philadelphia, PA

HOW TO SELECT INFANTS' AND CHILDREN'S CLOTHING. Student Reference Pamphlet, 1971, $2.50 for 50.
An excellent reference on children's clothing, this booklet is well-organized and includes special design features in children's clothing, growth and development characteristics of children, check lists for fit, quality construction, and care of children's clothing, how clothing affects a child's feelings, items to include in a layette, and criteria for selecting clothing for children of all ages.
Available from:
Sears, Roebuck and Company
Chicago, IL

(Pamphlet is part of HIDDEN VALUE SERIES.)

HOW TO SELECT YOUNG UNDERFASHIONS. Student Reference Pamphlet, 1971, $2.50 for a set of 50.
This is an informative guide that discusses figure types, how to measure and select the best size for each, types of bras, girdles, slips and briefs, and care of underfashions. A glossary of terms is included.
Available from:
Sears, Roebuck and Company
Chicago, IL

(Pamphlet is part of HIDDEN VALUE SERIES.)

THE KORATRON AFFAIR. Student Movie, 15 minutes.
A movie that explains how clothes treated with the Koratron Process can be worn as they come out of the clothes dryer.
Available from:
Koratron Co., Inc.
Order from Sterling Movies, Inc.
43 West 61 Street
New York, NY 10023

LAUNDERING. Student Materials, (20 visuals, 25 pages), 1973, Free.
Sections on: knowing fibers, basic steps to good laundering, soaps and detergents, bleaches, fabric softeners, starches, drying, etc.
Available from:
Proctor & Gamble
P.O. Box 14009
Cincinnati, OH 45214

MAKE FASHION WORK FOR YOU. Student Poster, 5¢.
Shows how to use color, line, and texture to give an impression of bulk, height or reduce height and slenderness. Advises that "the size of print should be in proportion to the size of the wearer."
Available from:
Educational Dept.
Vogue Pattern Service
The Butterick Co., Inc.
P.O. Box 1752
Altoona, PA

PERMANENT CARE LABELS. Filmstrip, 1973, 6 min., $4.25 or Free loan from local J. C. Penney stores.
This filmstrip, record, and script are devoted to introducing and explaining the permanent care labeling which has been required since 1972. Also included are some guidelines concerning buying of clothes, quality of construction, and tips for making good buys. The information is basic and valuable to consumers.
Available from:
J. C. Penney Co., Inc.
New York

A PERMANENT PRESS PRIMER. Student Booklet, 6 pages, Free.
Offers information about washing time, temperature and rinsing garments made of permanent press fabrics in automatic laundry appliances.
Available from:
Home Service Department
Whirlpool Corp.
Benton Harbor, MI 49022

PRESSLEY MEETS PERMANENT PRESS. Teacher Movie, 13½ minutes.
A color movie that describes how permanent press garments are made and how to take care of them with automatic laundry appliances.
Available from:
Home Service Department
Whirlpool Corp.
Benton Harbor, MI 49022

REMOVING SPOTS AND STAINS. Student Reference Chart, Free.
This appealing chart could be most useful as a reference for a person responsible for cleaning garments. The chart includes a lengthy list of various stains, and suggestions for their removal, depending upon whether the fabric can or cannot be bleached. This is valuable information for clothing care and servicability.
Available from:
The Maytag Company
Newton, IA

RETAIL ACCOUNTING. Programmed learning materials, Pamphlets, and Student Manual, 1970, 39 pages, 50¢.
Illustrates, in detail, typical retail transactions and how they should be recorded from an accounting standpoint.
Available from:
National Cash Register Company

THE RIGHT UNDERFASHION. Teacher Lesson Sheets, Free.
Lesson sheets about proper fitting undergarments.
Available from:
Formfit-Rogers
400 South Peoria Street
Chicago, IL 60607

SELECTING FASHIONS. Student Booklet, 15 pages, Free.
Offers help in deciding the figure category that best describes a woman's silhouette, with do's and don'ts for each figure type. A size chart for each body type, and helpful suggestions for getting the most from one's fashion dollar are included.
Available from:
Consumer Information Services
Sears, Roebuck and Co.
Chicago, IL 60607

SELECTING TEEN FASHIONS. Student Reference Pamphlet, 1971, $2.50 for set of 50.
Offers guidelines on how to select clothing styles in line with body types and figure irregularities. It also discusses fashion trends, items that might be included in a wardrobe, principles of buymanship, quality construction criteria, advantages of sewing your own clothing and rules of grooming.
Available from:
Sears, Roebuck and Company
Chicago, IL

(Pamphlet is part of HIDDEN VALUE SERIES.)

UNDERSTANDING TODAY'S TEXTILES. Student Folder, 10¢.
Defines the variety of fibers used in clothing and home furnishings, explains the characteristics of each type, offers guidelines for judging fabric blends, explains fabric finishes and laundering procedures.
Available from:
Educational and Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, NY 10019

UNDERSTANDING TODAY'S TEXTILES. Teacher Material, 1969, 23 frame filmstrip.
The wise selection and use of textiles depends on a basic understanding of generic family characteristics, and a knowledge of how natural and synthetic fibers react to various care practices.
Available from:
Educational and Consumer Relations
J. C. Penney Co., Inc.
1301 Avenue of the Americas
New York, NY 10019

VEREL. Teacher Material, Free.
Gives the background of a modacrylic fiber. Kit includes a folder describing "what it is, where you will find it and its care," and outlines its properties. A Fact Sheet illustrates how Verel is made. Includes a sample of Verel.
Available from:
Eastman Chemical Products, Inc.
Subsidiary of Eastman Kodak Co.
260 Madison Avenue
New York, NY 10016

WHAT EVERY WOMAN SHOULD KNOW ABOUT MEN'S FASHIONS. Student Booklet, 11 pages, Free.
Focuses on the total wardrobe concept and points out that women purchase 75% of all men's furnishings and most of men's wear is cared for by women. Includes sketches and information about fashions currently in style and helpful hints on how to care for a man's wardrobe.
Available from:
Home Economics Service Bureau
The Van Heusen Co.
417 Fifth Avenue
New York, NY 10016

WOOL FIBER IN THE MAKING. Teacher Poster, Free.
Shows the eight main steps in production of wool fabrics, with samples of raw wool, scoured wool, lanolin, dyed wool, wool after carding, wool yarn, unfinished fabric, and finished fabric.
Available from:
Home Economics Department
Pendleton Woolen Mills
218 S.W. Jefferson Street
Portland, OR 97201

THE WOOL STORY, FROM FLEECE TO FASHION. Teacher Booklet, 36 pages, Free.
Gives the chemical composition and advantages of wool, processing, washing, dyeing, mixing, carding, spinning, weaving, fulling and finishing with illustrations of each step. Also describes Wool Products labeling Act of 1939.
Available from:
Home Economics Dept.
Pendleton Woolen Mills
218 S.W. Jefferson Street
Portland, OR 97201

WOOLENS SHRINKABLE? UNTHINKABLE? Student Folder, Free.
Introduces a chemical process "That means woolens can go right into the washing machine without fear of shrinking or matting."
Available from:
Stenenson's USA, Inc.
1006 Charles Street
North Providence, RI

THE WORD IS IDENTIFICATION. Student Book, 21 pages, Free.
Explains how the tag protects the consumer and guards the reputation of fibers such as Arnel, Fortrel, Celanese Acetate, Celaperm and Celacloud. Includes a glossary of fabric and fiber terms.
Available from:
Celanese Fibers Co.
522 Fifth Avenue
New York, NY 10036

YOUR CLOTHING DOLLAR. Student Reference Pamphlet, 1972, 40 pages, 25¢.
This clear, factual booklet suggests some helpful guidelines in making the best use of a clothing budget. Some suggestions are given concerning

planning for one's needs, skillful selection of clothing based on its quality, and proper clothing care to insure its wearability and durability. Much of the booklet is devoted to suggested buying techniques to employ when buying clothing for specific members of the family including correct sizing, flattering features, and a garment's suitability to one's present wardrobe.
Available from:
Money Management Institute
Household Finance Corporation
Chicago, IL

(This pamphlet is included as one of a set of 12 comprehensive consumer education booklets for $3.00.

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM PUBLISHERS

ACCESSORIES OF DRESS. Teacher's Reference Book, 1954, 575 pages.
Authored by: Katherine Morris Lester and Bess Viola Oerke
Available from:
Chas. A. Bennett Co., Inc.
Peoria, IL

AMERICAN FABRICS. Magazine, published four times per year.
Available from:
24 East 38th St.
New York, NY 10016

APPAREL AND ACCESSORIES - CASE STUDIES. Teacher's Reference, 169 pages.
Authored by: Mary Anderton
Available from:
Ohio Distributive Education Materials Lab
The Ohio State University
1885 Neil Avenue
115 Townhend Hall
Columbus, Ohio 43210

ASK FOR THE ORDER AND GET IT. Film, 1973, $395.
Joe Battan demonstrates five ways to close a sale by asking the right closing questions. An excellent "How to do it" film on a difficult concept to master.
Available from:
Dartnell Corporation

(Can be obtained free by local D.E.C.A chapter through Sales-Marketing Executives-International.)

BASIC SALESMANSHIP. Transparencies, 1967, $65.
Series of transparencies which explain the concepts of sales and salesmanship techniques.
Authored by: H. R. Cheshire
Available from:
Colonial Film and Equipment Company.

BEST OF NEW YORK. Teacher Slide Series, 1972, 86 slides, $80.00.
A slide series of fashions from the designer houses in New York: de La Renta, Blass, Brooks, Beene, etc. Commentary, summary and a glossary of key terms are included.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

BEST OF NEW YORK FALL 1972. Teacher Slide Series, 45 slides, $80.00.
The design houses of New York; their designers and creations for the Fall of 1972. Commentary, summary and a glossary of terms are included.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

BOUTIQUES. Student slide series, 1968, 34 slides, $64.00.
The impact of the boutiques across the nation. Also shows different boutiques.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

CALIFORNIA APPAREL NEWS. Periodical.
Available from:
1011 S. Los Angeles St.
Los Angeles Calif. 90015

CAN YOU IMAGINE? Student Movie, 13½ minutes.
A color movie that illustrates the role that textiles play in daily life--at home, in sports, in industry and in national defense.
Available from:
American Textile Manufacturers Institute
Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

CLOTHES. Magazine
Available from:
380 Madison Ave.
New York, NY 10017

THE CLOTHES WE WEAR. Student Booklet, 32 pages.
Offers help in building a personalized, coordinated wardrobe. Practical information on the psychological and social implications of clothing as well as cost, daily, weekly and seasonal care and proper seasonal care and proper storage.
Available from:
National Education Association.
Department of Home Economics
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

COLOR, LINE, AND DESIGN. Student Book, 152 pages, $5.48.
Fashion drawing and sketching for the non-artist. Covers color theory, psychology and application related to apparel, sales promotion and advertising. Reviews history of costumes with text and illustrations to teach historical influence on modern dress. Discusses accessories, basic silhouettes, clothing details, size ranges, and categories. A jointed fashion figure and full color chart are included with the text.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

CREATIVE MEN'S WEAR RETAILING. Student Booklet, 1961, 84 pages, $1.50.
A series of 69 articles, reprinted from Daily News Record, explaining all phases of men's wear retailing including decor, display, pricing, advertising, sales training, credit and collection and location selection.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

DAILY NEWS RECORD. Newspaper.
Available from:
7 E. 12th Street
New York, NY 10003

DISTRIBUTIVE EDUCATION: SELLING AS A CAREER. Teacher Guide, Filmstrips, Records, 1970, $63.
Material deals with the sales process including: selling as a career, the economics of selling, the product, why people buy, selling techniques, objectives and objections, and new horizons in selling.
Available from:
Universal Education and Visual Arts

DRESS--THE CLOTHING TEXTBOOK. Student Book, 672 pages, $6.96.
Applies concepts of color, design, fabric selection and the many meanings of dress to personality. Uses history as a guide to current fashions and sets up sound values and principles of style and fashion. Keys to trends and cycles are included. A variety of projects develops skills and sound consumer practices. Teacher's Guide Free.
Authored by: Bess V. Oerke, as revised by Eleanor Gawne
Available from:
Charles A. Bennett Co., Inc.
809 West Detweiller Drive
Peoria, IL 61614

EUROPEAN COUTURE I. Teacher Slide Presentation, 1971, 45 slides, $80.00.
Slides on great European Couture Houses, their designers and creations.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EUROPEAN COUTURE II. Teacher slide presentation, 1971, 41 slides, $80.00.
Shows European Couture Houses, their designers and creations.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EUROPEAN COUTURE--FALL '72. Teacher Slide Presentation, 1972, 75 slides, $120.00.
Slides on great European Couture Houses, their designers and creations.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EUROPEAN COUTURE--SPRING '72. Teacher Slide Presentation, 1972, 75 slides, $120.00.
Slides on great European Couture Houses, their designers and creations.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EUROPEAN READY-TO-WEAR. Teacher Slide Presentation, 1971, 45 slides, $80.00.
Shows the trend away from the haute couture to the ready-to-wear fashions for women.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EUROPEAN READY-TO-WEAR. Teacher Slide Presentation, 1972, 45 slides, $80.00.
Slides on European ready-to-wear for Fall '72.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

EVOLUTION OF FASHION. Teacher Slide Presentation, 106 slides, $160.00.
An audio-visual teaching aid consisting of 106 full-color slides and a compact cassette tape, tracing the development of fashion from earliest times to the present.
Available from:
Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

FABRIC ALMANAC. Student and Teacher Book, 1971, 148 pages, $4.95.
A glossary of important textile terms. Includes analysis of trends in technology, description of natural fibers, charts production areas, shows key industry statistics and lists general and trademark names for all leading fiber houses.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FABRICS FOR CLOTHING. Student Book, 1973, 128 pages, $1.77.
Gives complete information on textiles from fiber to finished fabrics, history, sources and production, varieties, properties of fibers, manufacturing methods, yarns, weaves, color and design, dyes, printing, uses and care,for each fabric. Covers new consumer laws for care, labeling and flammability.
Available from:
Charles A. Bennett Co., Inc.
809 W. Detweiller Drive
Peoria, IL 61614

FACTS ABOUT MERCHANDISE. Student Book, 1973, 128 pages, $1.77.
Gives complete information on textiles from fiber to finished fabrics, history, sources and production, varieties, properties of fibers, manufacturing methods, yarns, weaves, color and design, dyes, printing, uses and care for each fabric. Covers new consumer laws for care, labeling and flammability.
Authored by: Eleanor J. Gawne
Available from:
Charles A. Bennett Co., Inc.
809 W. Detweiller Drive
Peoria, IL 61614

FACTS ABOUT MERCHANDISE. Student Book, 1967, 372 pages, $6.57.
Presents a description and analysis of the products most frequently bought and sold in department stores. Stresses buying benefits.
Authored by: William B. Logan and Helen M. Moon
Available from:
Prentice-Hall
Englewood Cliffs, NJ 07632

FAIRCHILD'S DICTIONARY OF TEXTILES. Student and Teacher Book, 1970, 670 pages, $35.00.
Includes more than 13,000 definitions relating to the textile industry. Covers producers, converters and distributors of textile products, manufacturers of equipment, selling and promotion agencies and researchers. Contains historical background as well as current information on fabrics, figers and finishes, including trademarks.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FAIRCHILD VISUALS-CAREER SERIES. Slides and Script, 1971-73, $80.00.
This series consists of five different career areas in marketing and retailing and it is still being expanded. This series of career areas in marketing and retailing consists of the following areas: Careers in Home Furnishings, Careers in Department Stores, Careers in Service Stations, Careers in Fashion, and Career in Food Merchandising. Many careers are discussed and these programs would be an excellent resource for a marketing and distribution program.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FASHION. Teacher's Reference Book, 1976, 293 pages.
Authored by: Leonard G. Rubin
Available from:
Canfield Press

FASHION AND YOU. Filmstrip, 1964, 3 Filmstrips, $21.00.
Contains information for general understanding of fashion and how the individual uses it.
Available from:
Visual Aids Studio.

FASHION AS A CAREER. Student Reference Book, 1966, 190 pages, $3.95.
History of fashion, its influence on modes and the rewards for those in the field.
Authored by: Edith Heal
Available from:
Simon and Schuster, Inc./Julian Messner Division

FASHION BUSINESS. Teacher's Reference, 1976, 306 pages.
Authored by: Estelle Hamburger
Available from:
Canfield Press

FASHION BUYING. Student Book, 121 pages, $3.75.
Covers the different types of buying jobs in large departmentalized units, chain stores, and resident offices. Provides insight into the principles of fashion buying and merchandising. Contents include fashion merchandising, understanding fashion, customers of fashion, the buyer's job, what and how much to buy, inventory, past sales records, placing merchandising orders.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

FASHION-COLOR, LINE AND DESIGN. Textbooks, Color Chart and Plastic Styling Figurine (included), 1971, 152 pages, $5.48, Teacher's Manual, $5.50.
Fashion drawing, color, design matices, costume history, accessories, and size ranges are covered with special projects for each area.
Authored by: Leslie Ruth Pelty
Available from:
ITT Education Services, Inc.

FASHION COORDINATION. Student Book, 156 pages, $5.48.
Covers the various levels and diversification of activities for the fashion coordinator. Includes: fashion, consumer, trade and retail calendars; sources of information and market activities; planning and production of fashion shows, merchandising seminars and clinics; planning for a new fashion season; working with buying offices, manufacturers, retail stores, and textile firms; the fashion stylist handbook, functions, activities, checklist and report forms.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

FASHION DESIGN FOR MODERNS. Student Book, 1970, 128 pages, $5.95.
View of the fast-paced fashion industry. Gives the inside story on fabrics and buyers; on how a sample is made and a collection organized through pricing decisions, preview, "opening day" and the practical follow-through.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FASHION IN THE MAKING. Teacher Slide Presentation, 1970, 35 slides, $100.00.
Shows all steps in fashion making from concept through production to the customer.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FASHION MARKETING AND MERCHANDISING. Teacher's Reference Book, 1974, 358 pages.
Authored by: Ruth Tolman
Available from:
Milday Publishing Corp.
3839 White Plains Rd.
Bronx, NY 10467

FASHION MERCHANDISING. Teacher's Reference Book, 1976, 409 pages.
Authored by: Mary D. Troxell
Available from:
Gregg Division
McGraw-Hill Book Company

FASHION MERCHANDISING. Student Book, 1971, 406 pages, $7.00.
Organized into 3 parts. Part One: "The Dynamics of Fashion," describes the environment in which fashion thrives--terminology, sociological, economic, psychological factors, historical perspective and movement of fashion. Part Two: "Marketers of Fashion," explores organization and operation and current marketing trends--producers of textile fibers, how consumer product is manufactured, and types of retail organizations. Part Three: "Retail Merchandising of Fashion,"--customer demand, merchandise plan, the market trip, advertising and display, and fashion coordination. Two appendixes, a glossary and a bibliography.
Available from:
Gregg/McGraw-Hill Book Company
Highstown, NJ 08520

FASHION MERCHANDISING INTERNSHIP PROGRAM WORKBOOK. Student Book, 130 pages, $7.50.
Every phase of retail store activity is covered with charts and forms and questions to be filled out. Explains store policies and rules, employment and training, merchandising information, organization, sales promotion and merchandising activities, supervision, systems and procedures.

Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

FASHION TEXTILES AND LABORATORY WORKBOOK. Student Book, 245 pages, $7.50.
By means of standardized tests and procedures, the student will learn to identify fabrics, judge how they were constructed or manufactured, and to determine the various finishes of cloth. Contents include terminology, textile fibers, textile yarns, fiber identification tests, fabric construction, finishing fabrics, fabric ads, fabric swatches, using the pick glass, determining work from filling, fabric coloring, face and backs of cloth and widths.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

FASHION: VISUAL HISTORY. Filmstrips, 1972, 5 Filmstrips, $35.00.
Characteristics of the different fashions from 4th century B.C. to 20th century. Explains how politics, economics, religion, etc., influenced changes.
Available from:
Visual Aids Studio

FASHION VOCABULARY AND DICTATION. Student Book, 144 pages, $3.98.
A text for the fashion secretarial student or the professional fashion writer. Offers specialized dictation and transcription practice relating to correspondence, reports, and other secretarial duties in the fashion industry. Contents include grammar, carbon copies, dictation hints, dictionary usage, fashion terminology, interoffice correspondence, transcript guides, manuscript preparation, postal information, preparation of minutes, proof-reading, transcription hints, public relations, and integrated student skill-building activities.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

FASHION WRITING. Student Book, $7.50.
Covers the special language of fashion writing as used in the industry. Describes and illustrates fashion reports, press releases, news stories, fashion and trade magazines, fashion show scripts, special events, radio and TV advertising and promotion, mail order catalogs, teens and boards, and bridal promotions. Student projects suggested for each type of writing.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

THE FOOTWEAR INDUSTRY: PROFILES IN LEADERSHIP. Student and Teacher Book, 1967, 250 pages, $6.95.
A series of interviews with key footwear executives. Tells what qualities they have that have made them a success. Some examples are executives from Genesco, Melville Shoe Corp. and Hush Puppies.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

FUNDAMENTALS OF MEN'S WEAR RETAILING. Teacher Slide Presentation, 1972, 39 slides, $80.00.
Explains new trends in men's wear: new textile developments, distribution, merchandising, and marketing of men's wear.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

THE GOOD HOUSEKEEPING GUIDE TO DURABLE PRESS. Student Booklet, 12 pages, 10¢.
A comprehensive report on Durable Press. Presents tested standards for Durable Press and explains how it differs from wash and wear. Gives tips on how to use the washer and dryer to handle it successfully, and "Ten Commandments for the Care of Durable Press" that are followed by the industry. Covers water temperature, soaps, detergents, bleaches, water conditioners and fabric softeners, ironing for touch ups, and home sewing.
Available from:
Good Housekeeping Bulletin Service
Eighth Avenue at 57 Street
New York, NY 10019

GREAT DEVELOPMENTS IN FASHION Set I--The Dome Skirt, Set II--The Peg Skirt. Teacher Slide Presentation, 1971-72, 40 slides, $95.00.
Presentation of the 2 great developments in fashion: the dome skirt and the peg skirt.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

GUIDE TO FASHION MARKETING AND MERCHANDISING. Student Booklet, 1974.
Contains the following topics: personal selling, fashion promotion, retailing, the buyer, merchandise arithmetic and executive leadership.
Available from:
Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

GUIDE TO FASHION MERCHANDISE KNOWLEDGE--VOLUME I. Student Book, $7.00.
Contains the following topics: evolution of fashion; history architecture; furniture and decorative details, textiles; accessories, and design, color and good taste.
Available from:
Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

THE HISTORY OF THE MEN'S WEAR INDUSTRY: 1890-1950. Teacher and Student Book, 404 pages, $12.50.
History of the men's fashion industry as it emerged in America beginning with the sailor's slop-shop of the 1790's and ending with World War II and the years just following the War. The book delineates significant fashion trends and influences over the 160 year period.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO BUILD AN INFANTS', CHILDREN'S & SUB-TEENS' BUSINESS. Student and Teacher Book, 1956, 112 pages, $4.95.
A manual on children's wear retailing. Gives a practical outline for merchandising each department and training sales help for this specialized selling. Includes nationally-tests and proven staple stock lists for each department, measurement tables for sizes 1-14, sales techniques, display ideas and sales meeting information.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO GIVE A FASHION SHOW. Student and Teacher Book, 1972, 104 pages, $4.50.
Deals with every facet of organizing and producing a fashion show. Includes: evaluating the audience, choosing the kind of show, the merchandise, models, location, cost, theme, commentator, lighting and time.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO KEEP MERCHANDISING RECORDS. Teacher's Reference, 1973, 56 pages, $2.50.
Authored by: R. Duffy Lewis
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO PROMOTE AN INFANTS' & CHILDREN'S WEAR STORE. Student and Teacher Book, 1960, 66 pages, $2.75.
Description of the steps to take in setting up a children's wear store. Included are advertising, displays, direct mail promotion, window trimming, building a store image in the community, budgeting, meeting discount store competition and other proven special services.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

HOW TO SELL FOOTWEAR PROFITABLY. Student Book, 1967, 170 pages, $6.50.
This book outlines the history of the industry, gives a background on shoe construction and styling, and investigates the particular problems of men's and women's footwear, along with the exploding potential of the young people's market. It also contains a large section devoted to the young salesman, including chapters on the basics of selling, good customer relations, and the art of fitting shoes.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

INSIDE THE FASHION BUSINESS. Teacher's Reference, 421 pages, 1974.
Authored by: J. A. Jarnow and Beatrice Judelle
Available from:
John Wiley & Sons

IS THE FASHION BUSINESS YOUR BUSINESS? Student Book, 1970, 300 pages, $6.95.
Detailed survey of the entire field including profiles-in-depth of each type of job, covering all the up-to-the-minute requirements, potentials, advantages and drawbacks as well as earning figures and analyses, turnover rates and complete programs of functions for each. The "first job" of job hunting is discussed as well as new trends at all levels of distribution and the changing structure of the industry.
Authored by: Eleanor L. Fried
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

KNOW YOUR MERCHANDISE FOR RETAILERS AND CONSUMERS. Teacher's Reference, 1975, 550 pages.
Authored by: Isabel B. Wingate, Karen R. Gillespie, and Betty G. Milgrom.
Available from:
Gregg and Community College Division
McGraw-Hill Book Company

KUP'S SHOW ON SALESMANSHIP. Film, 1973, $395.
Moderated by Irv Kupcinet. A panel of five top salesman representing a variety of products and services discuss how to sell successfully.
Available from:
Dartnell Corporation

(Can be obtained for free showing by D.E.C.A. chapter through Sales-Marketing Executives-International.)

MARKUP AS A FASHIONABLE ACCESSORY WITH EMPHASIS ON COLOR COORDINATION.
Teacher Slide Series.
Slide series that explains the basic principles of color coordination of makeup, hair and costume. A makeup selection guide and color selection guide for various skin tones, lightest to darkest, are included.
Available from:
Milady Publishing Corporation
3839 White Plains Road
Bronx, NY 10467

MAKING FASHION & TEXTILE PUBLICITY WORK. Student Book, 1971, 144 pages, $5.95.
A step-by-step guide on such publicity efforts as: creating the long-range publicity plan; preparing the news release; planning and selling the news feature, and developing a press kit. Also included are training aids, discussion question and student projects.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

MARKETING TEXTILES. Student Book, 1970, 144 pages, $5.95.
Covers all the bases in Marketing Textiles. The marketing disciplines consist of product development, advertising and sales promotion, selling, quality control, credit, marketing research, converting, financial control and scheduling. In addition, the author discusses advancement, remuneration, training programs, and the impact of computers on job security in the textile field.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

MEN'S CLOTHING INDUSTRY: COLONIAL THROUGH MODERN TIMES. Student Book, 1970, 390 pages, $12.50.
A history of the clothing industry from the colonial through the modern times. The three central forces--labor, management and economics are analyzed in depth. The industry's growing pains are shown through every peak and low of development.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

MEN'S WEAR. Magazine.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

MODERN FOOTWEAR MATERIALS AND PROCESSES. Student and Teacher Book, 1969, 384 pages, $15.00.
This book deals with the problems of modernization in the shoe industry. It also describes techniques that are needed for the new synthetic materials. Offers an explanation of design, styling and construction of footwear.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

NEW SALES PROMOTION IN THE TEXTILE INDUSTRY. Student Book, 1955, 232 pages, $2.50.
Analyzes the promotional techniques used by leading advertisers in the textile and apparel industry. Covers the advertising campaigns of yarn

manufacturers, textile mills, converters, selling agents, men's and women's apparel manufacturers.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

ONE WORLD OF FASHION. Student and Teacher Book, 1967, 192 pages, $25.00.
An omnibus of fashion covering such varied areas as wearing apparel and accessories, fabrics, jewelry, handbags, lace design, buttons and other ornamental fasteners. Traces the interpretive use of costume arts from other lands in American fashion; illustrated with plates of the new and the old.
Authored by: M.D. C. Crawford, Revised and edited by Josephine Ellis Watkins and Beatrice Zelin.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

OPPORTUNITIES IN CLOTHING. Student Textbook, 1972, 350 pages, $5.88.
Emphasizes wage earning occupations in clothing-fashion, merchandising, and industrial sewing.
Authored by: Irene McDermott and Jeanne L. Norris
Available from:
Chas. A. Bennett Co.

PARIS COUTURE I & II. Teacher Slide Series, 1970, 79 slides--Set I, 75 slides—Set II, Each set $120.00.
A slide series of fashions by Paris Couture designers. Included are: Bohan of Dior, Cardin, Chanel, Givenchy, St. Laurent and Ungaro.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

PROFITABLE CORSET & BRASSIERE MERCHANDISING. Student Book, 1963, 60 pages, $1.75.
Discusses selling, advertising, public relations and fashion shows, Includes all the facets on fibers, fabrics and fittings.
Authored by: Jean Gordon Goldman
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

PROFITABLE STOCK CONTROL FOR THE SMALL MEN'S WEAR STORE. Student and Teacher Booklet, 1957, 22 pages, $1.50.
Reprints of articles from the Daily News Record dealing with stock control for retailers. The articles consider the need for basic stock control, the advantages of such a system and how it can be set up and maintained.
Authored by: Herbert Blueweiss
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

PROGRESSIVE APPAREL PRODUCTION. Student Book, 176 pages, $4.50.
Examines the strong trend toward diversification of products in manufacturing. Using case histories, explores problems of small lot production and offers specific methods for improving management of the diversified apparel plant. Shows how limited runs differ from mass production techniques, how to make quick style shifts economically.
Authored by: Bertrand Frank
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

THE PROGRESSIVE SEWING ROOM. Student Book, 254 pages, $6.50. A simplified, contemporary analysis of the largest single factor in garment production--the sewing room. Based on studies of over 300 plants, this book presents methods for improving quality, cutting costs by revamping older methods and speeding deliveries.
Authored by: Bertrand Frank
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

RETAIL CHALLENGE AND OPPORTUNITY. Teacher's Reference Book, 1975, 437 pages.
Authored by: Robert F. Hartley
Available from:
Houghton Mifflin Company

RETAILING CHALLENGE AND OPPORTUNITY. Instructor's Manual, 1975, 137 pages.
Authored by: Robert F. Hartley
Available from:
Houghton Mifflin Company

RETAIL MERCHANDISING PRINCIPLES AND APPLICATIONS. Teacher's Reference Book, 1976, 308 pages.
Authored by: Ralph D. Shipp, Jr.
Available from:
Houghton Mifflin Company

RETAIL MERCHANDISING PRINCIPLES AND APPLICATIONS. Instructor's Manual, 1976, 77 pages.
Authored by: Ralph D. Shipp, Jr.
Available from:
Houghton Mifflin Company

RETAILING PRINCIPLES & PRACTICES. Textbook, 1974, 616 pages, $6.63.
The text consists of all segments of the present retailing industry; career development, selling, serving the customer, operations/management, merchandising and sales promotion.
Authored by: Richert, Mayer, Haines, Harris
Available from:
Gregg Division
McGraw-Hill Book Company

SALES BUILDERS FOR FOOTWEAR RETAILERS. Student and Teacher Book, 1961, 48 pages, $1.25.
One hundred fifty ideas about sales builders that have been used by shoe retailers over the years. Outlines are given as a platform upon which to create a merchandising promotion, and good-will builder. Helpful ideas on training salespeople, premiums and contests, creative promotion and cultivating children's and teens' trade.
Compiled by the editors of Footwear News.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

SCIENTIFIC FUR SERVICING. Student Book, 1952, 142 pages, $2.00.
Methods for scientific planning and servicing of fur garments. Sections on the storing, cleaning, repairing, and restyling of furs.
Authored by: Gaetan J. Lapick and Jack Geller
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

SELECTED CASES IN FASHION MARKETING. Student Book, 2 Volumes, $5.48 per volume.
Since most students learn primarily by doing, the case study method, as used in the classroom, is the closest and one of the most effective ways of helping students to learn how to approach and solve business problems. When a student analyzes a case in sales promotion or merchandising, he simulates what must be done by the proper executive in a business organization. The student is put into the role of an executive and must make responsible decisions since all cases combined in these volumes are presented from the Management's viewpoint. Volume I deals with buying and selling. Volume II deals with management problems.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

SELLING FASHION APPAREL. Student Book, 1971, 212 pages, $3.76.
Consists of six sections of textual material followed by six sections of projects which are directly related to the content of the textual material. Pages in the project section are perforated at the left margin so that projects can easily be removed from the book as assigned. The projects include activities requiring both in-class study as well as contact with the business community.
Authored by: Eleanor W. Mullikin
Available from:
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

SELLING - THE GREAT CAREER. Filmstrips, Records, Sound Tapes, $350.
Six 10-minute filmstrips explain the career of selling as a professional career. Discusses the basics of successful salesmanship.

Available from:
Dartnell Corporation

(Can be obtained for free showing by D.E.C.A. chapter through Sales-Marketing Executives-International.)

75 YEARS OF MEN'S WEAR FASHION: 1890 to 1965. Student and Teacher Book, 274 pages, $10.00.
Men's wear fashions from 1890-1965, as well as the brief history of man-made fibers; both serious and comic aspects of the neckwear story; sportwear's transition from utilitarian to fashionable and the emergence of the "American Look."
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

SHORTHAND FASHION SKETCHING. Student Book, 102 pages, $10.00.
A guide to sketching, from drawing a basic figure to creating a sophisticated fashion drawing. Illustrated with plates showing each step, from the unclothed figure to complete outlines of basic apparel styles and fabric textures.
Authored by: Patricia L. Rowe
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

SIXTY YEARS OF FASHION. Student Book, 40 pages, $2.75.
A view of the evolution of women's styles, from the ankle-length fashions of the turn of the century to the Jet Age mini-skirt. More than 150 authentic fashion drawings--from formal wear to ski clothes--each with detailed explanation.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

A STOCKING YARN. Teacher Movie, 18 minutes.
A movie that gives a behind-the-scens story of testing laboratories at McCall's Magazine and the research center of Bur-Mil Cameo Stockings and Chemstrand Corp. Also offers information on correct care of nylon hose.
Available from:
Modern Talking Picture Service
1212 Avenue of the Americas
New York, NY 10036

SWIMWEAR MERCHANDISING. Student Booklet, 15 pages, Free.
Prepared for retail sales personnel about helping customers select the right style swim suit. Illustrations show basic figure types, how to put on a suit, how to check the fit, basic bodice and skirt designs, kinds of knits and characteristics of each and facts on elastic yarns. "Swim

Suit Style Selector" a rotating disc that helps in locating figure types and offers advice on fitting, how to put on and take care of a bathing suit.
Available from:
National Education Association
Dept. of Home Economics
1201 Sixteenth Street N.W.
Washington, D.C. 20036

TECHNIQUES OF FASHION MERCHANDISING. Student Book, 206 pages, $5.48.
This text-workbook presents information and student activities dealing with the retailing language of numbers and how it is used as a means of forecasting and communication. Includes review of mathematics, fractions and decimals, percentages, profit and loss; inventory, retail reductions, price lines and markup, planning dollar purchases, terms of purchase, student problems and involvement activities.
Available from:
ITT Educational Publishing
4300 West 62 Street
Indianapolis, IN 46206

THE TEXTILE ARTS. Student Book, 530 pages, $7.95.
All phases of fabric structure and design are covered for each procedure. Numerous fibers and yarns are discussed as are the traditional weaves, looms and weaving methods of various countries, with accent on the traditional weaves of Central and South America. The directions and description of the several knots in rug making and instructions for braiding, knitting, lace making, embroidery and needlework are also included.
Authored by: Vera Birrell
Available from:
Schocken Books Inc.
200 Madison Avenue
New York, NY 10016

TEXTILE FABRICS. Student Book, 1953, 640 pages.
The purpose of this book is to present the facts about textiles that make for satisfaction in use. It outlines pertinent facts that will guide the customer in making the best selection; it interprets the terms found on tags and labels affixed to textile fabrics sold in stores, as well as the terms found in factual advertisements; and it emphasizes the selling points of textile fabrics that will help a retail salesman.
Authored by: Isabel Wingate
Available from:
Educational Book Division
Prentice-Hall
Englewood Cliffs, NJ 07632

TEXTILES: FIBER TO FABRIC. Student Book, 1967, 495 pages, $6.80.
Places stress on the comparison, selection, usage, and care of fabrics and merchandise items as well as on the theory and process underlying their manufacture and development. Special attention is given to the growing acceptance of fabric construction other than weaving. Knitting is treated

independently and in great detail. Nonwovens, tufting, and the new mali constructions are also covered. The authors compare fabrics of all types.
Authored by: M. David Potter and Bernard P. Corbman
Available from:
Gregg/McGraw-Hill Book Company
Hightstown, NJ 08520

TEXTILES: FROM SOURCE TO CONSUMER Set I: Introduction to Textiles. Teacher Materials, 1971, 32 slides, 18 samples, $100.00.
Shows use of textiles in today's fashions, home furnishings and other areas.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

TEXTILES: FROM SOURCE TO CONSUMER Set II: Yarns Used in Making Cloth. Teacher Material, 1972, 32 slides, 22 samples, $100.00.
Aspect of textiles from a consumer viewpoint--fibers, blends, yarns, construction, finishes, coloring and care.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

TEXTILES: FROM SOURCE TO CONSUMER Set III: Construction of Cloth. Teacher Material, 1973, 30 slides, 20 samples, $100.00.
Explains all the steps involved in the construction of cloth from source to consumer.
Available from:
Fairchild Publications, Inc.
7 East 12 Street
New York, NY 10003

TEXTILE WORKBOOK. Student Book, 1968, 136 pages, $2.50.
A series of simple lessons in elementary textiles suitable expecially for beginners in high school in the field of distributive education. This workbook does not attempt to develop textile experts. Its purpose is to provide basic information for textile sales people on the retail level. A dictionary of textiles is included.
Available from:
Pitman Publishing Corporation
6 East 43 Street
New York, NY 10017

TEXTILE WORKBOOK. Student Manuals, 1970, 129 pages.
Includes recent developments in the textile field, information on man-made fibers, yarn construction, the loom, fabric printing, and the Textile Fiber Products Identification Act.
Authored by: Leon Levy and Robert Feldman
Available from:
Pitman Publishing Corporation
6 East 43 Street
New York, NY 10017

THE WHY OF FASHION. Teacher's Reference Book, 1967, 352 pages.
Authored by: Karlyne Anspach
Available from:
The Iowa State University Press
Ames, Iowa

THE WINNERS. Teacher Movie, 13½ minutes.
A movie about three college students, winners of the Bates Dream Room Contest. They discuss their winning room designs and explain how they created individual decorating schemes on a limited budget. A brief visit to a fabric mill shows how weaving, dyeing and finishing processes are done.
Available from:
Bates Fabrics, Inc.
Order from Association Films, Inc.
600 Madison Avenue
New York, NY

WOMEN'S WEAR DAILY. Newspaper.
Available from:
7 East 12 Street
New York, NY 10003

WOOL AS AN APPAREL FIBER. Student Book, 1953, 110 pages.
Intended to sketch breifly the technical background of wool production, manufacture and use.
Authored by: Giles E. Hopkins
Available from:
Rinehart & Company, Inc.
New York, NY

THE YOUNG CONSUMER LOOKS AT TEXTILES. Student and Teacher Materials, 1973, 252 pages, $2.25 per book/Transparencies, $250.00, $350.00 Complete Set.
The student workbook is written in simple language and in cartoon form for illustrating concepts. Each concept is explained and several questions are asked for each. At the end of each unit, activities relating to that unit have been developed. The entire program can be purchased in set form consisting of 50 workbooks, a teacher's guide, and 233 transparencies. The material is the outgrowth of Dr. Garblik's doctoral dissertation and has been tested at all stages of its development.
Available from:
Bamm Publishing Co.
910 Township Lane
Cherry Hill, NJ 08034

VOCATIONAL INSTRUCTIONAL MATERIALS AVAILABLE FROM TRADE ASSOCIATIONS AND PROTECTIVE AGENCIES

ALL THE NATURAL WONDERS OF WOOL. Teacher Booklet, Free.
This booklet contains a scientific analysis of wool fiber, information on recent technological developments, machine-washability, permanent creasing, pleating, rain and stain repellency.

Available from:
Wool Education Center
Suite 520
909 Seventeenth Street
Denver, CO 80202

A CAPSULE COURSE ON CORDUROY. Teacher Chart.
Introduces one to the members of the corduroy: pinwale, novelty weaves, combed corduroy, prints, midwale, and thickset. Offers a sample of each, tells what it is used for and why. Also gives washing and ironing instructions.
Available from:
Corduroy Council of America
15 East 53 Street
New York, NY 10022

CAREERS IN RATAILING. Student Reference, 32 pages, Free.
A careers information book with emphasis on retailing careers in the state of Ohio. Information is presented on 45 careers not all being typical "retailing" careers.
Available from:
Ohio State Council of Retail Merchants.

CORDUROY, FROM WORK CLOTHES TO GLAMOUR. Student Folder.
A brief history of corduroy from the 18th Century to its popularity today as a fabric for sports clothes, maternity wear, and home furnishings.
Available from:
Corduroy Council of America
15 East 53 Street
New York, NY 10022

COTTON. Teacher Poster.
Paintings show cotton being planted, cultivated, sprayed, picked mechanically, processed and ginned, woven, finished, sewn, and used in industry.
Available from:
National Cotton Council of America
P.O. Box 12285
Memphis, TN 38112

COTTON FACTS ABOUT FIBER AND FABRIC. Student Pamphlet, 14 pages.
Describes current research to develop new cotton stretch fabrics and cottons with more luster and different kinds of finishes--and for a cotton fabric for cold climates. Includes shopping tips.
Available from:
National Cotton Council of America
P.O. Box 12285
Memphis, TN 38112

COTTON FROM FIELD TO FABRIC. Teacher Booklet, 28 pages, Free.
Covers the phases of the cotton industry from planting to the latest methods for finishing the cloth. Explains the technical points of knitted and bonded cotton fabrics. Lists the memorable dates in the history of cotton from 5000 B.C.

Available from:
National Cotton Council of America
P.O. Box 12285
Memphis, TN 38112

EVERYTHING HAS A PRICE. Student Reference, 6 pages, 25¢.
The serious subject of stealing is considered in attention-getting illustrations. Some facts are given about merchants' rights and practices, arrests, and some of the legal consequences involved. The pamphlet is part of an anti-shoplifting packet which includes decals, posters and buttons. Complete information can be obtained from the I.R.M.A. Pamphlets may also be available from local merchants or police departments. The pamphlet could be useful in the teaching of consumer responsibility.
Available from:
Illinois Retail Merchants Association
WLS Radio Anti-Shoplifting Campaign
Illinois Retail Merchants Association
Chicago, IL

FABRIC FACTS. Teacher Bulletin Service, $2.00 for 2 years.
A bulleting service that offers technical information about fabrics and fibers for retail stores, educators, Extension personnel, and Better Business Bureau.
Available from:
National Institute of Drycleaning
Silver Spring, MD 20910

FLEECE TO FABRIC. Student Chart, $2.00.
A processing chart with actual samples at each stage of the processing.
Available from:
Wool Education Center
American Wool Council
Suite 520
909 Seventeenth Street
Denver, Colorado 80202

GLOVE LIFE--THE COMPLETE GLOVE MANUAL. Teacher Manual, $1.00.
A teachers manual.
Available from:
National Association of Glove Manufacturers
52 South Main Street
Gloversville, NY 12079

GUIDE FOR PERMANENT CARE LABELING. Student Booklet, 12 pages, 10¢.
Illustrates recommended type of labels; suggests where they should be placed on garments; gives wording of care instructions for 14 most commonly used labels; also proposes procedures and details for over-the-counter piece goods.
Available from:
National Retail Merchants Association
100 West 31 Street
New York, NY 10001

GUIDE TO MAN-MADE FIBERS. Student Booklet, 8 pages, Free.
Describes the characteristics of various man-made fibers such as acetate, nylon, polyester and recommended uses of each.
Available from:
Man-Made Fiber Producers Assn., Inc.
Educational Director
350 Fifth Avenue
New York, NY 10001

GUIDE TO MAN-MADE FIBERS. Teacher Reference, 1970, 16 pages, Free.
Most valuable to the teacher, this pamphlet offers some basic information about nineteen man-made fibers. Each fiber is listed with such specific information as common uses, major characteristics, and care instructions. A technical chart giving physical properties of man-made fibers, a basic explanation of the principles of production, a list of fiber trademarks, and the definitions of the man-made fibers from the Textile Fiber Products Identification Act add to the usefulness of this pamphlet as a teacher reference.
Available from:
Man-Made Fiber Producers Association
New York, NY

HOW TO SELL THE WHOLE STORE AS FASHION. Student Book, 1969, 32 pages, $3.00.
A book on the importance of fashion and how to sell it regardless of the merchandise or product. Includes 10 rules to tempt with fashion. Notes price is not a primary factor and the impetus of accessorizing to sales.
Available from:
National Retail Merchants Association
100 West 31 Street
New York, NY 10001

JEWELRY, FACTS YOU SHOULD KNOW ABOUT IT. Student Material, Free.
Explains the differences in sterling, silver-plated, Sheffield plate, platinum, palladium and related metals. It points out that there are well-defined grades of quality and established market prices for minerals, but not for gems. The characteristics of a variety of precious stones are offered and consumers are advised to rely on a capable and well-informed dealer for such purchases.
Available from:
Contact your local Better Business Bureau.

LAUNDRY TECHNIQUES FOR MODERN WASHERS. Teacher Reference, 1971, 3 pages, Free.
Leading home economists representing washer manufacturers express their views concerning the use of washing with soap, washing soda, and non-phosphate determents. Pros and cons for each product are discussed in relation to the color retention of a garment, degree of soil, hardness of the water, toxicity of the laundry aid, and the mechanical difficulties in washing machines hastened by specific products. The information could be useful regarding the life of a washer and of clothing.
Authored by: Eleanor Adams
Available from:
Association of Home Appliance Manufacturers
Chicago, IL

LEATHER SALES TACTICS. Teacher Folder, Free.
Selling tips on how to know and sell value in leather shoes; how to recognize which types of American leather are used in different kinds of shoes; how to double sales by knowing leather, and how to know what makes a quality shoe.
Available from:
Leather Industries of America
411 Fifth Avenue
New York, NY 10016

A LESSON IN WOOL FABRICS. Student Materials, $1.00.
Kit contains three charts with samples of wool tweed, worsted, jersey, boucle; a four-page "Glossary of Woll Fabric Terms:' a four-page description of the "Characteristics of Woolen and Worsted Fabrics"; a folder, "Job Sheet" to help students fill in the fabric charts; and a folder illustrating the steps that turn raw wool into material.
Available from:
American Wool Council
520 Railway Exchange Building
909 Seventeenth Street
Denver, Colorado 80202

MAN-MADE FIBER FACT BOOK. Student and Teacher Book, 1967, 82 pages, Free.
Deals with the significant place that man-made fibers occupy in the textile industry, affording new values in function, aesthetics and economy. Man-made fibers have provided new values in established industrial textiles such as tire cord, fire hose, cordage, filters, and belting.
Available from:
Man-Made Fiber Producers Assn., Inc.
350 Fifth Avenue
New York, NY 10001

MAN-MADE FIBERS. Student Book, 48 pages, Free.
Details the way fibers are made from the simple elements found in coal, air, petroleum, salt and water. Describes fiber characteristics, uses, and care. Lists chemical definitions of textile fiber products, the companies which produce man-made fibers--and the trademark names they give their Acrylic, Acetate, Rayon, Nylon, Polyester, Saran, and Modacrylic fibers.
Available from:
Man-Made Fiber Producers Assn., Inc.
350 Fifth Avenue
New York, NY 10001

NEW DIMENSIONS IN WOOL. Teacher Wall Chart, Free.
Illustrates how dimensional patterns and textures are achieved in wool fabrics. Photographs of sample fabrics illustrate freedom of expression and choice. A column on the chart offers interpretation of pattern, weave and color and how dimension is achieved by skillful combination of these elements.
Available from:
The Wool Bureau, Inc.
360 Lexington Avenue
New York, NY 10017

PERMANENT PRESS--DELIVERS THE PROMIS OF WASH AND WEAR. Teacher Material, Free.
Information on the manufacture and performance of permanent press fabrics.
Available from:
Association of Home Appliance Manufacturers
20 North Wacher Drive
Chicago, IL 60606

SELL-IN LESSON. Reference Book, Study Guide, 1971, 24 lessons, $170.00.
A unit reference guide broken in important phases (lessons) of sales and marketing. Question and answer sheets are provided for each unit.
Available from:
American Supply Association

SMART KIDS READ CLOTHES-CARE LABELS. Student Reference Chart, Free.
This eye catching, up-to-date chart illustrates a pair of jeans with the most common care-labels and their explanation. Some information, concerning where the labels may be found, some exceptions to the rule, and what the labels tell you, is also included.
Available from:
American Textile Manufacturers Institute, Inc.
Charlotte, NC

THERE'S NOTHING LIKE A DRESS. Student Booklet, 10 pages, Free.
Discusses lengths, fabrics, and colors of a dress.
Available from:
International Ladies Garment Workers Union
275 Seventh Avenue
New York, NY 10001

WHAT IS SILK? Student Booklet, 24 pages, Free.
Answers commonly asked questions about silk. Also difines the kinds of weaves used for silk fabrics and a pocket dictionary of terms often used in relation to silk fabrics.
Available from:
International Silk Association
185 Madison Avenue
New York, NY 10016

WHAT'S IN A NAME? Student Booklet, 4 pages, Free.
Spells out 18 terms--and selling points--for cotton fabrics, such as "nonchlorine retentive", pima, "vat-dyed", and others.
Available from:
National Cotton Council of America
350 Fifth Avenue
New York, NY 10001

WONDERFUL WORLD OF COTTON. Student Booklet, 6 pages, Free.
Describes cotton's merits in terms of appearance, performance, and comfort, and new developments textile researchers are working on: a heavy cotton tweed for a topcoat that can be thrown into the washing machine and tumbled dry, and fabrics for blankets.
Available from:
National Cotton Council of America
P.O. Box 12285
Memphis, TN 38112

WOOL FABRIC TERMS. Student Material, Free.
A Glossary of Processing Terms, and a Glossary of Wool Fabric Terms.
Available from:
Wool Educational Center
American Wool Council
Suite 520
909 Seventeenth Street
Denver, CO 80202

WOOL IN THE UNITED STATES. Student Booklet, 34 pages, Free.
Covers the historical background of wool; wool growing in the U.S.: marketing, selection and grading; world wool supply; and information about the Wool Products Labeling Act; and the national importance of the wool textile industry.
Available from:
National Association of Wool Manufacturers
386 Park Avenue, South
New York, NY 10016

WOOL MARK OF QUALITY, QUESTIONS AND ANSWERS. Student Folder, Free.
Describes the new Mark, explaining that it means a garment or wool product that meets the quality standards of the Wool Bureau, such as strength and color fastness, as well as fiber content. Also points out that wool is the only textile raw material with a worldwide quality certification mark and explains how it is used.
Available from:
The Wool Bureau, Inc.
360 Lexington Avenue
New York, NY 10017